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ABSTRACT

The Learn and Serve Grant Program was designed to support schools and community-based organizations (CBOs) that engage children and adolescents in service activities linked to the school curriculum that address real community needs. An evaluation covered 93 Pennsylvania schools and CBOs that received funding to design and implement programs. Process, participant, and outcome evaluations were performed. Findings indicated that the proportion of minigrants to disseminator grants, 85 to 15 percent, preserved a balance between developing and mature programs. Grant distribution by region generally followed the demographics of population distribution. Rural, suburban, and urban areas were generally within a few percentage points of each other. With regard to distribution by recipients, high schools predominated. The relationship between the curriculum and service could be enriched if the process were accompanied by organizational commitment, service learning variety, and a continuum of curriculum and service integration. The most effective coordinators did the following: created opportunities to promote service learning as a core value; met community needs by adopting appropriate service activities; developed a strong communication network; and maintained updated records. Characteristics of successful collaborations were as follows: ongoing, thorough in preparing participants to serve, frequent and clear communication, supported by a strong advisory board, and persistent. (Appendixes include site visit planning materials and evaluation forms.) (YLB)

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ED 391 952

Commonwealth of Pennsylvania

# Learn and Serve: Evaluation of the Pennsylvania 1994-1995 Learn and Serve Grant Program

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## The Pennsylvania Service LearningEvaluation Network

The Pennsylvania Service Learning Evaluation Network, based at the University of Pittsburgh, supports service-learning programs. The network provides information, support, resources, and guidance. Its philosophy is to work with people by offering systematic data of a wide variety of types that helps inform them about what they care about. The primary goal of the network is to help schools and community-based organizations to evaluate their service learning programs.

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Finally, we are grateful to the young people and adults who are out in their communities performing service. There are thousands of them, and their contributions are many. They make our schools, communities, and families stronger through their service-learning experiences. Thank you for sharing.

## Executive Summary

The Pennsylvania 1994-1995 Learn and Serve Grant Program supports schools and community-based organizations (CBOs) that engage children and adolescents in service activities linked to the school curriculum and address real community needs. The current report covers 93 Pennsylvania schools and CBOs that received funding to design and implement learn and serve programs.

Learn and serve grants are about learning and community. Pennsylvania schools and CBOs have a long tradition of service. Students across the state have been involved with service activities at every grade. Since 1988 the Pennsylvania Departments of Labor and Industry and Education have sought to build on that strong tradition of service by schools to link service to classroom learning: service learning. In the 1994 - 1995 school year, 93 service learning programs were supported.

The purposes of this evaluation of the Pennsylvania service learning programs is to: (1) assess whether the programs meet their intended goals and objectives; (2) determine the strengths and weaknesses of the service learning programs (i.e., what aspects of the programs work well and what areas need improvement); and (3) provide information to aid in the dissemination of service learning to Pennsylvania schools and communities.

The four major report sections focus on program performance statistics, curriculum and service, role of the service learning coordinator, and collaboration and linkages. In addition, a wide range of models and strategies utilized by grantees and principles of best practice drawn from across the schools and CBOs receiving grants also are presented.

We concluded that service learning is an effective teaching method to link learning and service. The programs in Pennsylvania schools and CBOs supported by the Learn and Serve grants demonstrably enhance student learning and address real community needs.

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## 1. Introduction

This is a report of the Pennsylvania 1994-1995 Learn and Serve Grant Program. The purpose of the Learn and Serve Program is to support schools and community-based organizations (CBO) engaging children and adolescents in service activities linked to school curriculum and addressing real community needs. The current report covers 93 Pennsylvania schools and CBOs that received funding to design and implement learn and serve programs.

Learn and serve grants are about learning and community. They support service learning -- the linking of service and learning -- and community involvement. When one listens to students involved with the programs, one hears community and learning.

### Community

Service engages young people in community building. The students become partners with CBOs, schools, health care institutions, families, government, business, and religious organizations. The impact of the service performed by the young people in the community can be measured by the number of meals served to the homeless, books read to younger children, and hours of service to the sick, needy, and elderly. It can also be measured by the words of the young people engaged in service. The students' words reveal their feelings about service and its importance.

- helps people in the community
- shows me that I can help out in my community
- helps students understand how important their community is and how they can make it better
- I help people in my community
- lets the community know that kids aren't as bad as they think and that we care
- makes me feel good about heiping people
- opportunities to make the community think positively about its kids
- helps encourage teens to stay off drugs and alcohol
- makes people in the community feel proud to see the students helping
- presents a positive image of the school to the community
- brings the school and the community together
- students are more aware of how to help

- it's the first time I'm involved in activities to help the community
- gets students to care about the community and do something about it
- cleans things up around school and community

## Learning

Learning through service is what the Learn and Serve grants strive toward. Service is redefined as an activity undertaken to produce learning. It is shaped by the curriculum; it can even *shape* the curriculum. Teachers and students create and complete service activities to achieve specific learning outcomes. Therein lies the salient difference between service learning on the one hand, and volunteerism and community service on the other. Community service and volunteerism may be, and often are, powerful experiences for students, but volunteerism and community service become service learning only when there is a deliberate connection made between service and learning opportunities which are then accompanied by conscious and thoughtfully designed occasions for reflecting on the service experience. The power of these learning experiences are heard in the words of the students in response to what doing service as part of their school day meant to them.

- helps everybody get along and work together
- got me to communicate better
- helped me make friends, see things in common with other people
- teaches responsibility
- instills sense of compassion in students
- I learned math
- I like going to science
- develops leadership
- gives me a chance to share feelings and opinions with other
- helps us plan what we can do as a group: teamwork
- makes me a better person
- helps me to believe in myself
- makes us feel like we're someone
- makes school fun
- I learned to help other people and to be a lot nicer
- I feel better about myself and about others' feelings
- I learned to voice my opinion and to open up more socially
- teaches us to respect others' opinions on controversial topics during group discussions
- we worked together and had fun doing it
- I'm more aware of community problems

"I made a difference in their lives"

The power of the programs is best captured in the words of a student at Pickett Middle School in Philadelphia talking about the work he did in the community: "I felt very good about myself after we helped, because I made a difference in their lives." Students feel proud. They make a difference in other people's lives. It makes them want to do more. It motivates them to show up at school, to try harder, to understand why it is so important to learn.

## 2. Service Learning History

Pennsylvania schools and CBO's have a long tradition of service. Students across the state are involved with service activities at every grade. Since 1988 the Pennsylvania Departments of Labor and Industry and Education have sought to build on the strong tradition of service by schools to link service to classroom learning: service learning. The vision was to build a system of service by encouraging children, adolescents, and adults to serve their communities by integrating service into their education, community and work. In 1988 the Department of Labor and Industry, Office of Citizen Service (PennSERVE) initiated a school service learning grant program. A total of 35 schools and CBO service learning programs were funded between 1989 and 1992.

In 1990, at the federal level, the National and Community Service Act created the Commission on National and Community to provide program funds, training, and technical assistance to states and communities to develop, expand, and evaluate opportunities for national and community service. Pennsylvania was awarded a Commission grant to fund service learning programs statewide and to develop a support and evaluation network for these programs. Forty-four schools and CBOs programs were funded by the grant during 1992-1993 school year. Nineteen additional school and community organization programs were funded during the next year, bringing the total number of programs to 63 for the 1993-1994 school year.

In 1993, the National and Community Service Trust Act built upon the 1990 Act to create the Corporation for National Service by combining the Commission and ACTION. Service learning funding for Pennsylvania from the Corporation was

awarded through a population-based formula, competitive grants, and special initiatives. The new legislation required the creation of a bipartisan state commission to oversee the state's activity. Furthermore, the Pennsylvania Department of Education assumed responsibility for administration of the service learning programs. In the 1994 - 1995 school year, 93 service learning programs were supported.

### 3. Evaluation Plan

The purpose of the evaluation of the Pennsylvania service learning programs is to: (1) assess whether the programs meet their intended goals and objectives; (2) determine the strengths and weaknesses of the service learning programs (i.e., what aspects of the programs work well and what areas need improvement); and (3) provide information to aid in the dissemination of service learning to Pennsylvania schools and communities.

To meet these objectives, three types of evaluations are performed:

- **Process evaluation**: utilized to document the implementation of service learning. The data collected is qualitative in nature and focuses on how service learning programs meet their intended goals and objectives. The strengths and weaknesses of the service learning programs are determined along with the possible strategies for improvement.

- **Participant evaluation**: utilized to measure the impact and the effectiveness of service learning from the perspective of the students, coordinators, administrators and advisory board members.

- **Outcome evaluation**: employed to show whether the programs have met the goals to implement service learning programs in schools and communities. Several indicators related to the programs' goals are measured periodically to determine the programs' effectiveness.

## 4. Evaluation Methods - July 1994 to June 1995

- **Process evaluation**: documentation of service learning implementation was accomplished through completion of program profiles by each program director. In addition 54 site visits were conducted March to May, 1995.

- **Participant evaluation**: data were gathered from program coordinators at a state-wide session for all coordinators in Harrisburg in October, 1994, regional coordinator meetings in April 1995 and during site visits to 54 sites.

- **Outcome evaluation**: several indicators of program implementation were collected using the Service Star Report, National Evaluation Forms, and sections of the program profile.

## 5. Results and Findings - July 1994 to June 1995

Presentation of the results and findings were statistical and descriptive. First the statistical reports from each site were aggregated and presented graphically. Data were for the period of July 1, 1994 to June 30, 1995. The sections following the statistical report addressed qualitative program development and involve curriculum and service, role of the service learning coordinator, and collaboration and linkages. A wide range of models and strategies utilized by grantees and principles of best practice drawn from across the schools and CBO's receiving grants also were presented.

## 6. Program Performance Statistical Report

The program performance statistical report provides a snapshot of the Pennsylvania service learning programs supported by the Pennsylvania Departments of Education and Labor and Industry. During the 1994-1995 school year 93 schools and CBOs received funding. This funding has accelerated the growth of and interest in service learning and has provided resources and support.

The program performance statistics are measures of program implementation. The purpose of the data is to assure quality programming consistent with the goals of the grant.

**Table 1. Grants by Type**

| TYPE OF GRANT | # | % |
|---|---|---|
| Mini-Grants | 79 | 85% |
| Disseminator Grants | 14 | 15% |

**Table 2. Grant Distribution by Region**

| REGION | # | % |
|---|---|---|
| Central PA | 13 | 14% |
| Eastern PA | 55 | 59% |
| Western PA | 25 | 27% |

**Table 3. Grant Distribution by Area**

| TYPE OF AREA | # | % |
|---|---|---|
| Rural | 26 | 28% |
| Suburban | 27 | 29% |
| Urban | 32 | 34% |

**Table 4. Grant Recipients**

| TYPE OF ORGANIZATION | # | % |
|---|---|---|
| Community-Based | 10 | 11% |
| Elementary School | 10 | 11% |
| Middle School | 11 | 12% |
| High School | 52 | 56% |
| School District-Wide | 10 | 11% |

**Table 5. Grant Focus**

| TYPE OF SITE | # | % |
|---|---|---|
| Elementary School Focus | 10 | 11% |
| Middle School Focus | 11 | 12% |
| High School Focus | 52 | 56% |
| Across School Level Focus | 20 | 21% |

**Table 6. Grants Distribution by Intermediate Unit**

| INTERMEDIATE UNIT | # |
|---|---|
| 1--Intermediate Unit I | 2 |
| 2--Pittsburgh-Mount Oliver | 3 |
| 3--Allegheny | 6 |
| 4--Midwestern | 3 |
| 5--Northwest Tri-County | 5 |
| 6--Riverview | 2 |
| 7--Westmoreland | 2 |
| 8--Appalachia | 3 |
| 9--Seneca Highlands | 0 |
| 10--Central | 3 |
| 11--Tuscarora | 0 |
| 12--Lincoln | 0 |
| 13--Lancaster-Lebanon | 5 |
| 14--Berks County | 3 |
| 15--Capitol Area | 1 |
| 16--Central Susquehanna | 4 |
| 17--Blast | 3 |
| 18--Luzerne | 3 |
| 19--Northeastern Educational | 2 |
| 20--Colonial Northampton | 2 |
| 21--Carbon Lehigh | 1 |
| 22--Bucks County | 4 |
| 23--Montgomery County | 5 |
| 24--Chester County | 3 |
| 25--Delaware County | 1 |
| 26--Philadelphia | 23 |
| 27--Beaver Valley | 0 |
| 28--ARIN | 1 |
| 29--Schuylkill | 3 |


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The first numbers presented are program characteristics. Tables 1 to 6 present program grants by type, region, area, recipient, focus, and Intermediate Unit. The 93 program grants provided by the Department of Education and Labor and Industry during the 1994-1995 school year were mini-grants and disseminator grants: 79 mini-grants and 14 disseminator grants. The mini-grants provided initial support for schools to link service and classroom learning. Each school and CBO receives $7500 per year to support integration of service into the curriculum. Disseminator grants are up to $25,000 per year to support, expand and advance service learning to other schools in the district, to other districts, and to CBO's. Recipients of both grants are expected to work on advancing the level of service and curriculum integration over a three-year period.

Program grants were widely distributed, with the eastern region receiving 55 grants, the central region receiving 13 grants, and the western region receiving 25 grants. Furthermore, 26 grants were in rural areas, 27 in suburban areas and 32 in urban areas. Twenty-nine Intermediate Units were represented in the grants. All the grants focused on linking schools and communities. Most grants had a single focus; for example, development of a middle school service learning program. However, 20% of the grants focused across two or more school levels, such as both the elementary and middle school levels.

**Table 7. Service Learning Participants**

| TOTAL NUMBER OF PARTICIPANTS | 36,934 |
|---|---|
| Male | 47% |
| Female | 53% |

**Table 8. Service Learning Hours**

| SERVICE HOURS | LEARNING HOURS | SERVICE LEARNING HOURS |
|---|---|---|
| 716,007 | 602,657 | 1,318,734 |

**Table 9. Participation Hours**

| | |
|---|---|
| Average Number of Service Hours per Student | 19.4 |
| Average Number of Learning Hours per Student | 16.3 |
| | |
| Percent of Hours of Service in Education | 39% |
| Percent of Hours of Service in Human Needs | 34% |
| Percent of Hours of Service in Environment | 11% |
| Percent of Hours of Service in Public Safety | 2% |
| Percent of Hours of Service in Other Service | 14% |
| | |
| Percent of Hours of Coursework | 67% |
| Percent of Hours of Reflection | 16% |
| Percent of Hours of Training | 9% |
| Percent of Hours of Other Activities | 8% |
| | |
| Number of Non-participant Volunteer Hours | 130,162 |

The above set of tables (Tables 7- 9) presents information on the service learning programs' participants and service hours. A total of 36,934 students participated in service learning programs, completing 1,318,734 service learning hours; 716,007 of those hours were service hours and 602,657 were learning hours. Each student completed an average of 19.4 service and 16.3 learning hours. Percent of service hours were documented in five different areas: education, 39%; human needs, 34%; environment, 11%; public safety, 2%; and other areas, 14%. Learning hours were documented by coursework, 67%; reflection, 16%; training, 9%, and other activities, 8%. Finally, a significant number of non-participant volunteer hours were generated by the programs. For the most part these non-participant volunteers were parents, community members, and staff members from schools and CBO who were not regularly involved with service learning but elected to participate in service activities.

**Table 10. Five Indicators of Program Implementation**

| | |
|---|---|
| Average Percent of Students Involved with Service Learning | 29.5% |
| Number of Parents Involved with Programs | 1,612 |
| Number of Agencies which have Collaborations | 1,417 |
| Number of Teachers/Staff Involved with Programs | 1,167 |
| Number of Beneficiaries of Programs | 535,058 |

Table 10 presents five indicators of program implementation. One of the goals of the grants is to increase the number of students involved with service learning. During the 1994-1995 school year, on the average 30% of students in a school building were participating in grant activities. At the high school level, the percentages tend to be lower with service learning being restricted to a particular subject, class or club. The evolving middle school model of integrated curriculum and teaming promotes wider service learning integration. At the elementary school level, student participation rates are the highest, since programming tends to be school- or grade-wide.

The number of parents reported involved with a substantial role in service learning is 1,612. In most instances parents served on advisory boards and provided support such as transportation and materials. Some parents did become involved with their children, especially at the elementary and middle school level. The grants were successful in their efforts to link schools and community organization. On the average, schools were involved with 2 to 15 community agencies. A larger high school program might be involved with up to 75 agencies. Teachers were also involved with service learning. On the average, 1 to 5 additional school staff were involved with the grants beyond the grant coordinator.

Service learning benefits people. It is estimated that 535,058 people were served by the students. The largest percentage of service recipients were students who received tutoring, mentoring, and support services as part of school success programs or school readiness activities. Senior citizens were the group which second most benefited from student service. Finally, community individuals, negatively impacted by poverty and poor health, were recipients of student service. Student service to these populations typically is through homeless shelters, community health outreach programs, and public safety initiatives. Many service learning programs have wide community impacts as a result of community clean-ups, recycling programs, participation in Habitat for Humanity, and stream and park restorations.

**Table 11. Types of Service Learning Programs**

| PROGRAM TYPES | TOTAL NUMBER |
|---|---|
| Academic Credit | 43 |
| Community Service Class | 28 |
| Integration within Class(es) in School | 75 |
| Integration within Class(es) after School | 33 |
| School-wide | 43 |
| Grade-wide | 38 |
| Independent Study | 20 |
| Clubs | 43 |
| Special Project | 65 |
| Mandated in School | 13 |
| Mandated after School | 10 |
| Require Parent Permission | 56 |
| Students Sign a Contract | 40 |

Service learning programming represents many types of academic programming. In most schools, multiple activities occur. Forty-three programs had academic credit for their service learning programs; 28 were community service classes, 75 programs were integrated within classes that occur during school hours, and 33 programs were integrated within classes that occur after school hours. Forty-three programs were school-wide, 38 programs were grade-wide, 20 involved independent study, while 43 were at the club level, and 65 included special projects. Of these programs, 13 were mandated in school, and 10 were mandated after school. Fifty-six required parent permission and 40 required students to sign a contract. Table 11 presents the types of service learning programs.

**Table 12. Average Number of Dissemination Activities by Coordinator**

| IN THE LAST 12 MONTHS, THE COORDINATOR HAS: | AVERAGE NUMBER |
|---|---|
| Made a Presentation to the School/Agency Board | 1.9 |
| Met with the Superintendent/Executive Director to Discuss Service Learning | 4.6 |
| Presented at an In-service | 1.5 |
| Conducted a School-wide or Agency-wide Survey to Measure Current Service Activities | 0.5 |

**Table 13 Types And Total Number of Dissemination Materials Across All Sites**

| MATERIALS | TOTAL NUMBER |
|---|---|
| Training Material | 51 |
| Videos | 41 |
| Posters | 64 |
| Brochures | 38 |
| Newsletters | 68 |
| Curriculum | 40 |
| Conference Presentations, Papers | 74 |

Critical to the development and support of service is the dissemination of information. Tables 12 and 13 present information about dissemination activities and information. In the past 12 months, coordinators have made presentations to teachers at in-services, to schools or CBO boards, and met with superintendents or executive directors. Half of the coordinators have conducted an agency or school-wide survey to measure current service activities. They have also produced training materials, videos, posters, brochures, newsletters, curricula, and presented at conferences, and written papers to get the word out about their programs.

## 7. Curriculum and Service

In 1992, site visits were made to schools and CBOs that had received grants to link service and learning. Many had long traditions of community service. Others had received previous grants, as early as 1988, to engage students in service activities. For most schools and CBOs in those early years, the task was clearly to figure out what it meant to link service and learning. What was service learning?

Site visitors witnessed these early struggles. For the vast majority of the sites visited in 1992, conversations stressed the basic elements of service learning: preparation, service, reflection, and celebration. Much time was spent discussing where and how service might be incorporated in the life of the school and into the school curriculum. Typical were conversations about how to get language arts teachers to encourage writing about service activities, how to get science teachers to focus on environmental issues in the community, and how to involve service activities within special subjects such as art, music, and health. During the site visits in 1992, principals, teachers, school board members, and an occasional community person talked about volunteer activities and community service. Most people never talked of service learning. Only a few coordinators were able to articulate what it was or where it was occurring in their school.

In 1992, service learning was primarily associated with the high school; at the middle and elementary levels it was underdeveloped. The language of service also reflected that of high schools. We commonly heard about clubs, extra credit, community service courses, and graduation requirements. Time and energy were consumed working with academic subject teachers to consider service activities which they might use as part of their course plans. Another indicator of the high school focus in 1992 was the high percentage, as many as 85 %, of grantee recipients being high schools.

By 1995, the transformation of the conversations during the site visits had been remarkable. Coordinators understood what it was to link service and learning. They could distinguish between service learning that links service to curriculum, and community service and volunteerism. Similarly, many administrators and

colleagues in schools and CBOs fully grasped the concept and were able to point to examples in their own organization where service learning occurred.

Developmentally, the grantees had progressed to a new phase of implementation and dissemination. Service learning was slowly gaining acceptance as an effective teaching method utilized to engage young people in learning and to forge collaborations with colleagues, community organizations, and students. Service learning had redefined service as an activity undertaken to produce learning. It was shaped by the curriculum, and/or it could even *shape* the curriculum. Teachers and students created and completed service activities to achieve specific learning outcomes. Service learning was also slowly being adopted in the elementary and middle school levels. The percentage of programs at these levels had increased. Elementary and middle school programs made up approximately 23% of the grants in 1995. An additional 21% of the programs spanned two or more educational levels.

## Enriching the Relationship Between the Curriculum and Service: 3 Lessons

Since 1992, what had become clear was that shaping service to fit into the curriculum was not as simple as matching students to a task. Admittedly, in 1995 teachers still asked how to do it, as do administrators, board members, parents, students, and community members. The evaluation yielded three important lessons related to curriculum and service.

**1. Organizational Commitment.** This is key to linking service to the curriculum. Organizational commitment in 1992 was defined as the tangible and spirited guidance, reinforcement, assistance, and support provided to a service learning program by an organization. By 1995, three levels of commitment emerged, each with specific indicators to assess organizational commitment. Organizational commitment supported teachers and CBO staff to explore the opportunities and face the risks associated with trying something new. Clearly schools and CBOs could and do work together to integrate curriculum and service.

One level was critical mass -- the sheer number of teachers, administrators, students, parents, and community based organization staff working to link service and learning. The second was the generous and judicious allocation of

materials, resources, funding, in-service training, and release time. The third level was the creation of an organizational mission statement which focused on linking learning and service and adopting educational practices complementary to service learning (such as block scheduling and teaming).

In Figure 1, the levels and indicators of commitment are identified. Indeed organizational commitment can actually be assessed by each program simply by tallying the individual indicators. This enabled sites to determine the level and extent of their commitment as well as organize the gathering of baseline data and program development.

**Figure 1. Levels and Indicators of Commitment**

| Commitment Level | Indicators |
|---|---|
| Level 1 | Teachers<br>Administrators<br>Students<br>Parents<br>CBO staff |
| Level 2 | Materials<br>Funding<br>In service training<br>Release time |
| Level 3 | Mission statement<br>Teams<br>Block Schedule<br>Advisory Board |

**2. Service Learning Variety.** Service learning is different at each educational level: elementary, middle and high school. Because of its structure, elementary schools most easily link learning and service. Most elementary classrooms, especially in the earlier grades, have one classroom with one teacher who can develop learning objectives around a service project that integrates all academic areas. The one class/one teacher phenomenon of the elementary school also allows for flexible scheduling; teachers don't have to worry about getting

students back for the next period. Because teachers can design their subject areas around a theme or service idea, grade-wide/school-wide programming is not as complicated as at the secondary level. Also, historically, there is more parental involvement at the elementary level, making off-ground excursions more manageable for the teacher. Finally, there appears to be fewer school clubs/extracurricular activities at the elementary level, hence most service takes place during the school day.

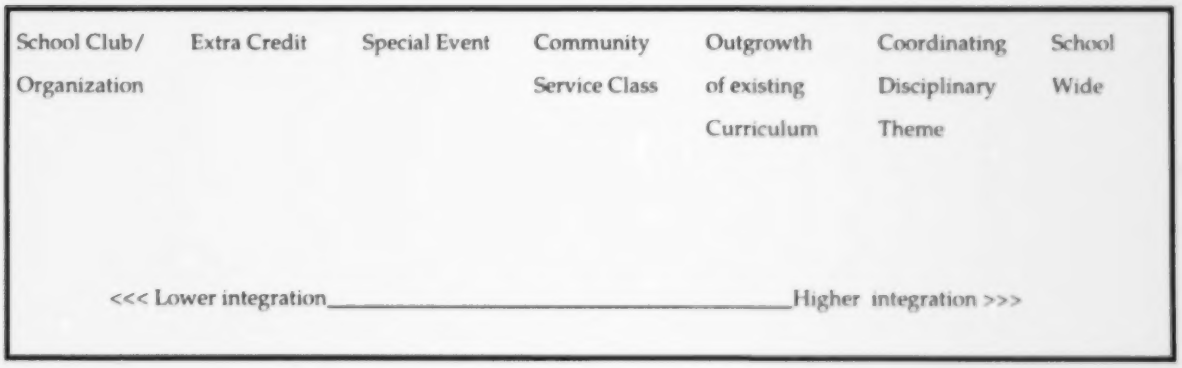
Recent changes at the middle school level are making it increasingly easier to link learning and service. First of all, many middle schools have moved to teacher teams, joint thematic planning, student centered curriculum and block scheduling in order to better met the changing needs of the early adolescent. These changes in structure in particular support the implementation of integrated service learning. Second, the characteristics of the early adolescent naturally lend themselves to service learning. Early adolescents developmentally are more interested in social interactions than academics; they are trying to figure out who they are, where they are going, and what's important to them. They require opportunities to behave responsibly, and demonstrate their growing capacity for self-control and self-management. They have a strong desire to explore aptitudes, interests and special talents and to broaden their awareness of the world and to develop accurate and positive self concepts. Finally, service learning is attractive to middle level learners because of its interaction with others. It supports opportunities for students to interact with individuals and groups that hold different views of the world from their own, and thus helps to develop their ability to reflect on who they are, what they do, and the impact of their actions. In other words, it addresses their developmental and academic needs.

High school is where many school district service learning initiatives start. Often it begins as club or organizational activities. Community service or service learning classes are also popular at the high school level. Many high schools require 30 to 60 service hours to graduate. In many of these instances, the link between the curriculum and service is weak with most of the service occurring outside the academic classroom. In high schools, the one place that curriculum integration does occur is as an outgrowth of the existing curriculum. Coordinating disciplinary themes and school-wide themes is difficult (not

impossible) at the high school level. Teachers have time constraints and multiple classes. For the most part, they are used to working alone and may not know what others are teaching in their own discipline, let alone in other disciplines. However, the use of intensive scheduling presents more opportunities for integration of service into at least two subject areas so long as the same group of students share the same teacher(s) for these subjects.

**3. Continuum of Curriculum and Service Integration.** The concept of a continuum of curriculum and service integration is popular among service learning theorists. A number of different, but similar continuums have been proposed. A continuum range of school service that starts with a club and eventually expands into a school-wide theme is shown in Figure 2. The movement from one to the other creates a low integration - high integration span undergirding the continuum. The more service is integrated into the curriculum, the more likely "service learning" is to occur as opposed to "community service." In theory, schools progress from one point on the continuum to the next increasing service integration at each point.

**Figure 2. School Service Continuum: Links to the Curriculum**




The evaluation pointed out that schools were simultaneously at a number of different points on the continuum. Furthermore, not all points of the continuum occurred at each educational level. In 1992, integration was defined as the degree to which service was infused into the curriculum, staff preparation and support, and academic credit. In 1995, the service learning model of preparation, service reflection, and celebration could be seen across a continuum of curriculum and service integration. Although it is true that the degree of integration was higher

as more teachers integrated service and learning, it was nonetheless possible and even appropriate to adapt much of the service learning model to all service activities. Thus students whose service originated out of a club could still experience the preparation, reflection, and celebration components of the model. Similarly, students doing service for extra credit could be involved in these strategies by calling groups together periodically to reflect on their work and to participate in celebration activities. It was even easier for students in the community service class to take part in most phases of the model. How the service learning method was applied across this service continuum provides a series of profiles, or pictures of how the curriculum and service were being linked.

a) Service by a school club or organization. Most schools already participated in these types of community service activities. Such things as food and toy drives, math-a-thons and read-a-thons, and intergenerational and peer tutoring were regularly conducted by the Honor Society, Student Council, or various school clubs. Sometimes they involved only the members of the group conducting the actual project, who often represented a core group, but often it involved the entire school in the actual collection of food, toys, or money. While these activities were not service learning, they did lay the groundwork by creating a culture of service in the school. Often students and staff came forward seeking wider participation in these activities and insisting that this participation not be considered an "extra" but part of the regular curriculum.

- Crossan Elementary School students participated in school-wide drives such as the Read-a-Thon to raise money for the MS Foundation.

- The Boys Club and Girls Club of Lancaster County provided opportunities for elementary students from Columbia Borough School District to participate in Project Community Pride in a neighborhood/community beautification project.

- Kids That Care at both Mapletown Jr./Sr. High and Slippery Rock High School provided opportunities for students to engage in community service activities such as blood drives with the Red Cross, the Coats for Kids project,

Food Drives and many other projects that benefited their communities. Many of the projects enlisted the cooperation of the entire student body.

b) Extra credit. Some schools recognized the value of service by giving students extra credit. In some cases, the school arranged the service, in others the student found the service opportunity. Students were responsible for reporting the service to the school. For this, students received extra credit on their transcript. Typical service activities included helping in local hospitals and libraries; working in the offices of service, charities, or religious organizations; and helping at senior citizen centers. Note that these activities were essentially individual efforts and were usually not related to the curriculum. Some would call this kind of service "volunteerism." Although Pennsylvania grantees do not offer extra credit, there were a number of schools which required service credits for graduation.

- Central High School in Philadelphia required 50 hours (.25 credit) of service per year to graduate. Ninth through twelfth grade students could choose from over 400 sites to do their service. Students were responsible for setting up their service sites. All service was completed after school hours.

- Keystone Oaks High School required a total of 120 hours (1 credit) of service for graduation over four years. All service was completed after school hours.

- Ninth and tenth graders in Schuylkill Haven Area High School were required to complete a minimum of 50 - 60 hours of community service.

- Students at Liberty and Freedom High Schools in the Bethlehem Area School District could receive .5 credit for 60 hours and 1 credit for 120 hours of community service.

c) Special events. Many community organizations looked to schools to help celebrate a special event such as a national holiday (Martin Luther King Day), social awareness (Earth Day) or community activity (Special Olympics). Students were recruited to perform specific tasks at a set time, place, and day. They may or may not have received any training. Typically they received an event T-shirt. These events were for the most part highly publicized and

generally recognized as being good for the community. They may or may not have encouraged links to the school curriculum. Although this type of service learning was not common in Pennsylvania, the following is one example.

- Through collaboration with the Riverview Intermediate Unit, Clarion High School's senior class was in charge of the Clarion County Special Olympics Track and Field Meet.

d) Community service class. In still other schools, there may have been a community service class which might have been be either a required or elective class. There students learned about the history of and need for community service and had an opportunity to become involved in a service activity. Many schools, especially high schools, gave a survey or inventory to determine student interests, which could then be linked to a service opportunity. Often these opportunities were already identified by a service learning or community service coordinator, and the student could choose the one he/she likes. However, in some cases, the student took the responsibility for finding the service project. Although this kind of service was not linked to the curriculum of required subjects, it was linked to the community service class and, to that extent, represented modest integration of service. Students also had the opportunity through class meetings to get together for reflection and celebration activities, which were supportive.

- Furness High School offered a Service Learning/Work Experience course one to three periods a day to seniors and some juniors. As a result of the course, students learned employable skills, interpersonal skills, civic responsibility, appreciation for volunteerism and increased acceptance of racial, cultural, socio-economic, mental and physical diversities.

- Pine Grove Middle School students participated in a mandated service learning course and received .1 credit for 63 hours of service. Their service learning programs were intergenerational. They had partnerships with Area Agency on Aging, Schuylkill County Council for the Arts and Retired Senior Volunteer Program (RSVP).

e) Outgrowth of existing curriculum. In some cases, the curriculum was simply put aside until the service activity was completed; in other schools, teachers used the existing curriculum as the basis for the integration of a service activity. In this latter case, the curriculum was the driving force and a service activity needed to be found which would satisfy the existing course requirements. Although there may have been a need to rearrange the sequence of events in some cases, requirements can nonetheless still be covered. This approach may have been appropriate where a fairly traditional curriculum is still in place. It was the most common form of curriculum integration.

- At Schuylkill Elementary School in the Phoenixville Area School District, service learning was a part of the language arts, science, and math curriculums.

- Students at Wanamaker Middle School in Philadelphia learned as part of the Career Technology Program about different careers and had a service activity. Some activities were in-school with school staff, while others were off-site.

- Students at FDR and Neil Armstrong Middle Schools in Bristol Township participated in intergenerational service learning projects in collaboration with the Bristol Township and Falls Township Senior Centers. These projects were an outgrowth of a week-long aging unit as a part of the Humanities, English and Home Economics curriculum.

- At Moshannan Valley High School, 10th graders took an Introduction to Environmental Science class. Students were taught the basics of this science and assigned various service tasks. Students could elect to participate in the advanced environmental science class either during their junior or senior high year. They participated in such activities as soil and water testing, stream surveys, nature development and park cemetery restoration. The ecology club also provided opportunities for community service.

- At Corry Area School District almost every department of K-12 integrated service learning into the curriculum and had made it a teaching method. Although service learning was integrated into the curriculum, it was an outgrowth of each individual class.

- Service learning at Kensington High School in Philadelphia created a community service history laboratory. During the first semester, students conducted research and wrote the history of industrial Kensington as a class project. Part of the research included collecting artifacts and interviewing senior citizens. During the second semester, students volunteered service at many of the sites where they conducted the research.

f) Coordinating disciplinary theme. Instead of forcing service learning to conform to the existing curriculum, some schools chose a service activity appropriate to selected student outcomes, and then identified components of the traditional subject curriculum which would support the activity. Thus, the foci of the activity and the student outcomes were on the desired results, rather than the covering of the existing curriculum. In this mode, it was important that the student outcomes had at least equal stature with the achievement of the activity, so that when the unit was completed, both the academic and service learning goals would have been accomplished. Important as service is, it must be linked to the overarching academic goals of the school and not be an end in itself.

- At Schuylkill Elementary School, language arts and social studies were combined to interview, research, and write a book about some aspect of the social studies curriculum. This was done in conjunction with grandparents and community resources. Similar integration occurred between science and language arts. Math skills were incorporated whenever possible.

- In the Central Bucks School District, the Tamanend Middle School 7th grade team was planning a social studies project on Greek history. They wanted to create a cookbook that integrated Greek recipes and history which they would publish and distribute to the community. Five major subject areas were integrated into this project.

- Bellefonte Area High School/Senior Institute integrated science, art, and language arts into their literary corps experience. Each senior in the Institute was matched with an elementary teacher whom they worked with one morning a week for approximately seven months.

- Upper Merion School District was attempting to integrated service learning in a number of ways. As a vehicle to meet the district-wide goal of developing civic responsibility and diverse social issues, individual teachers were pursuing a variety of outcomes. Interdisciplinary units often included 3 to 5 subjects areas in one service learning project. In addition, they were developing a model of service learning for extra credit or alternative credit for a high school current events course.

g) School-wide. Perhaps the most advanced stage of linking the curriculum and service was the adoption of a school-wide theme for service. This could be a year long program, or perhaps last only a few weeks of school. What distinguishes it from the two previous approaches was that the entire school, rather than just a few teachers or teams, focused on the same project, and it was integrated across the curriculum. In one school, decisions were made to stage a circus for the students in a nearby elementary school where there were many physically challenged students. The entire school adopted the circus theme. Special subject teachers, many times excluded, especially appreciated this opportunity to be involved. Acrobatics and gymnastics were worked on in physical education. Home economics classes made costumes and snacks. Industrial tech classes produced sets, and, of course, the band and chorus provided music for the occasion. Social studies pitched in by studying the history of circuses, while English staff had kids learning about choreography, staging, and vocal presentation. Science classes learned about the care of circus animals. Students in reading class read about clowns and clowning, and math got involved calculating logistics. The climax of this year-long event was the presentation of the circus to the elementary school students, followed by an evening presentation to the parents and public, with proceeds going to a charity chosen by the students.

- Keystone Elementary School SMILES (Students Making an Impact through Learning Experiences) Program had a school-wide intergenerational service learning program that tied learning objectives in all disciplines to service activities for senior citizens. The grandfriends program, oral histories, and shopping for seniors were only a few of the service learning activities that occurred at Keystone.

- Service learning at Lower Merion School District was part of the strategic plan. It became integrated into the curriculum for grades 3-12. Here service learning was the instructional method.

- Penn-Bartram School for Human Services is an annex of the John Bartram High School in Philadelphia. This special program was built on the premise that students could benefit from a career exploration focus outside of the classroom. Here, service learning was integrated with the environmental science, health, biology and physical science classes. A special service learning class where students met for reflection and the discussion of ideas related to other courses, was also included.

- West Philadelphia High School had service learning integrated in a number of ways. First of all, it was a part of the curriculum for individual courses such as African-American History and Construction Trade. There was an after-school service learning program at a number of community agencies which was coordinated by Workforce 2000 a youth leadership project. A service club handled special projects. And two new courses, Community Studies I and II, satisfied History and Social Study requirements.

## 8. Service Learning Coordinators

In Pennsylvania the Learn and Serve grants are administered by a service learning coordinator at each grant site. Many of the Pennsylvania coordinators are full-time classroom teachers and function as service learning advocates and champions. They support service learning as a teaching methodology and build on teacher interest and existing service activities. As coordinators they face the challenge of building support for linking service and learning as a high priority or core value in the school or school district.

The role of service learning coordinator means different things to different people in Pennsylvania. A coordinator can be a teacher, a principal, a district administrator, a CBO staff members or a community member. Their responsibilities might include writing proposals, designing the program, reporting preparation, daily program management, recruiting interested teachers, keeping everybody informed, writing service learning curricula, arranging celebrations, getting the bus for the project, giving workshop presentations, ordering materials, tracking hours, and building bridges between the school and the community. In some programs, coordinators are responsible for everything listed above, while in other programs the responsibilities might be shared among several people. One person may write the grant and administer the funds; another may implement the program in the classroom; still another may be a principal who has a vision of how service learning may fit into the big picture of the school, district or community. A coordinator may also be a CBO staff who works in the community and provides opportunities for students through their community contacts.

Describing a coordinator is a task in and of itself. Being a coordinator does not come with an instruction manual. The most effective coordinators are flexible and can see slightly ahead of the rest. She(he) is a facilitator of change who sets the stage so that others can take meaningful roles in the process of linking service and learning. This coordinator (facilitator) pays attention to the activities that are fundamental to the success of any project, as well as those which are specific to service learning.

The evaluation of service learning in Pennsylvania has provided the opportunity to explore the role of the coordinator. What follows is a discussion of seven broad categories of coordinators with real life examples illustrative of the variety.

Although no one of these examples is a perfect fit to everyone, the recognition of their diversity encourages the creativity and customizing of current and future coordinators. Furthermore, a list of "Best Practices" from coordinators for coordinators is presented.

## Service Learning Coordinators: 7 categories

**1. Teacher Coordinators.** There are more teacher coordinators than any other category. These teachers know students, teachers, and the system. Many have little or no release time. They have limited access to phones (making and receiving calls) to get their jobs done. These teachers are special because they must have energy, commitment, creativity, and persistence. Teacher coordinators are people who can set priorities and accomplish many things at the same time. Some teacher coordinator stories follow.

- Lois Bruckno , physical education teacher at Taggart Elementary in South Philadelphia coordinated service learning at her school. Lois not only administered and implemented the program, but also maintained a plant nursery in a retired locker room off the gym. Students learned about temperature and moisture needs of seedlings before they were sold at the annual plant sale or planted at the local nursing home. Lois knew the South Philadelphia neighborhood and found many ways to bring the community and school closer.

- Holly Terry, third grade teacher from Plymouth Meeting Friends School outside Philadelphia, along with her principal Anne Javsicas coordinated the program together. Anne was involved in learning more about service learning and brought the formalized concept to her school. Holly put service learning to practice in many ways, including story writing and book publishing in her classroom. Her objective for this project was to teach writing, specifically the writing of books. The topic of the assignment was "healthy eating for kids." Her students composed stories focused on good eating habits which would appeal to small children. The completed books provided reading material for a community clinic where parents would read the books to their children while they waited for their clinic visit. Holly was also an important resource for other

teachers in her school. Plymouth Meeting Friends School is a Quaker school which embraces service as a part of student responsibility.

- Kathy Good, Home Economics teacher and service learning coordinator at Quaker Valley High School coordinated the efforts of an outside agency with the school for at-risk/special needs students. Weekly service activities were scheduled with these students. She worked with the Senior High English classes, developing service activities linked to the English curriculum. Kathy sponsored the Key Club.

**2. Community Service Course Teacher Coordinators.** Teachers who teach community service (learning) courses in schools are sometimes also the coordinators of the service learning program. These teachers have a variety of different teaching certifications: for example, special education, social studies, physical education, and vocational education. They are excited about the challenge of the new teaching area of service learning. Community service course teacher coordinators usually have a strong community network and commitment prior to assuming the position of coordinator.

- Audrey Harvey, both the full-time district service learning coordinator and a community service learning teacher at Elizabeth Forward High School taught an elective class which had been refined over the previous two years. This class had become a part of the Elizabeth Forward High School curriculum. Audrey also was very busy supporting community and school projects which provided many opportunities for students to be exposed to and involved in service learning.

- David Aboud, community service learning teacher from Altoona High School was a full-time teacher responsible for preparing seniors for their year-long service experiences in the community. He also supervised them at their placement sites and maintained data records for grading and reporting. He directed both individual and group reflection sessions during the course of the school. David's other responsibilities included Student Council sponsor, Senior Class sponsor and Internal Accounts Coordinator.

- Howard Creely, a community service learning teacher from George Washington High School in Philadelphia was responsible for an alternative program at his

school for 60 at-risk juniors and seniors. He had been coordinating the PennSERVE grant combined with the Burger King Institute to develop this program. Students had classes with Howard two days a week and were placed out in the community at various sites. Like his students, Howard straddled the school and the community.

**3. District Coordinators.** Coordinators at the district level usually have many different roles. These range from Activities Director to Social Studies Supervisor K-12. Since these coordinators have such diverse responsibilities, they have often found ways to delegate these roles. Building connections between staff and administration is critical for good operations and communication; the knowledge and connections with the community provide additional reinforcement.

- Helen Belsak, service learning coordinator at East Pennsboro School District was also the Social Studies Supervisor for K-12 and the Public Relations contact for the district. Helen worked very closely with Lee Seibert, high school community service teacher, on many projects.

- Jack Giran, service learning coordinator and Activities Director at Steel Valley High School, a suburban 7-12 high school, worked with several different academic areas (English, Social Studies, Biology) to incorporate service learning into the curriculum. Many elementary school programs had been spawned from the program at the high school. He also tracked all of the students' service hours to verify that they meet the Steel Valley 30 service hours graduation requirement.

- Ronnie Manlin, community-based learning curriculum coordinator for Lower Merion School District, was responsible for staff development and integration of service learning into the curriculum. The district's strategic plan had placed an emphasis on academically-sound experiential learning in the community. What made this program unique was its strong emphasis on Socratic dialogue. Social studies and science departments developed their own community-based learning curriculum.

- Adrienne Minassian, service learning coordinator at the Council Rock School District coordinated L.I.N.C.S. program (Learning in Neighborhood Community

Service) at the high school, junior high schools (Junior L.I.N.C.S) and at elementary schools (Mini L.I.N.C.S). She also coordinated the Partners in Education program and co-chaired the communities/career committee.

**4. Community-Based Organization (CBO) Coordinators.** CBO coordinators juggle many roles. In addition to their agency responsibilities, they promote service learning to school districts. The coordinator must understand how schools operate -- time, policy, and people. Some have said that learning the language of schools is like learning a foreign language. CBO coordinators have the great benefit of bringing the community to the schools. They offer ready-made networks for schools to use.

- Landi Hoover from the Home Nursing Agency in Altoona coordinated service learning efforts in eight different schools in Blair, Huntingdon, and Bedford counties. Much of her work was with Tyrone High School, which had a unique program involving service learning and the vocational technical school. Landi brought in the resources of her agency and the surrounding community to enhance student learning of career skills.

- Wendy Van Ord and Amy Kuppert from the Commissioners of the Rouse Estate coordinated service learning efforts from the Rouse Nursing Home in Youngsville where they coordinated volunteers. Working with the Youngsville School District they provided opportunities for solid connections to be made between the agency and the school.

- Cynthia Belliveau, service learning Coordinator for the American Red Cross, Southeastern PA Chapter trained and supported AmeriCorps members, who worked in four Philadelphia middle schools to support and promote service learning in these schools.

**5. External School Coordinators.** External school coordinators are not part of the school staff but they coordinate program efforts within a school and community. They have the advantage of flexibility and freedom from the typical responsibilities of teachers, principals, and CBO staff. Many times they have outside support from community sources. Some examples of external School Coordinators were:

- Natalie Vesey, Pennsylvania Service Corps member, from Hollidaysburg High School, coordinated the service learning program in collaboration with school personnel. Natalie was responsible for keeping all data and working with teachers to develop curriculum related to service learning. Natalie acted as a resource for teachers using service learning as a teaching methodology.

- Deidre Baljo coordinated the service learning program for the Corry Area School District. Deidre was also a Pennsylvania Service Corps member. She facilitated service learning projects with teachers throughout the school district. She supported teachers by making phone calls, handling all administrative duties, and interacting with the community. She suggested ways for teachers to incorporate service learning into their curriculum.

- Diane Galatin was the service learning coordinator for Holicong and Lenape Middle Schools in the Central Bucks School district. Her expertise was two-fold. First, she was an officer of several community agencies and had intimate knowledge of the community and the linkages that could be made with the School District. Second, she was involved at the school level, because her children were enrolled in the district.

**6. Administration Coordinators.** Administrative staff are sometimes called upon to coordinate service learning programs. They have a unique vantage point because often they can see the big picture and have the power to do something about it. Although administrators have many other responsibilities, many have found service learning to be a positive and professionally enjoyable part of their responsibilities.

- Lyle Augustine, Vocational Administrative Director at Carbon County Area Vocational- Technical Schools, coordinated the service learning partnership between the school and the Jim Thorpe Borough in an attempt to beautify and modernize the public parks and memorials in the borough. Service learning at the school was integrated into two academic courses (English and Social Studies) and the occupational/training courses (Carpentry, Masonry, Industrial electricity, Welding and Commercial Art).

- Joe Findley, assistant principal at Mt. Lebanon Junior High School, coordinated the service learning efforts in his school. Joe was responsible for all aspects of the program, from attending state meetings to supervising the Peer Helpers and Tutors Program. He chaired the Service Learning Task Force, and an ad hoc committee whose goal was to plot the direction of service learning curriculum integration.

- Shirley Archie, assistant principal at Gillespie Middle School, coordinated many service learning projects at her school. There, Shirley put together one of the most impressive advisory boards to support service learning. Community members representing the local bank arranged for lessons in finance for students; and a downtown Philadelphia law firm provided mentors for students in their offices one evening a week. The service learning program at Gillespie brought together people from the entire community to the school.

7. **Coordinator Collaborations**. Sometimes schools have already existing linkages to community organizations which closely relate to service learning and they have experience working together on earlier projects. Each comes to the project with their own expertise in its own area. Each area is dependent on the other. This sometimes results in a collaboration of coordinators for service learning. Examples of such collaborations follow.

- Greensburg-Salem Middle School had a unique combination of coordinators for YES! (You're Extra Special), their service learning collaboration with Seton Hill College and Clelian Heights School for Exceptional Children. There were five people who coordinated all activities. Dawn Germano and Judy Panebianco represent the middle school and were the designated coordinators. Kitty Hricehank was the community liason for the district and did the grant writing. Helene Paharik was the Director of Service Learning at Seton Hill and Sister Benjamin was the Assistant Principal at Clelian Heights. All five sat on the advisory board along with parents, middle school students, and college students and share responsibilities for all collaborative endeavors.

- Solanco School District also had a unique combination of coordinators based on a previous relationship. Sarah Metz, school guidance counselor, and Quarryville Borough Police Department Officer Pat Kelly, coordinated a project initiated by

students. The goal of the project was to reduce youth violence and drug usage and increase students' involvement in their community. The coordinators met regularly with middle school students to plan, run, and evaluate the project.

Service learning coordinators come in all forms. There is no single formula for success. What is common among service learning coordinators is a commitment to the idea of students learning and contributing to their community. They help make the walls of schools more permeable to allow the community in as well as move the school out. All of these people do their jobs in different ways depending on the resources available to them. When money is low, they find other resources. They know how to access the system and gain support from key people in the district and in the community.

## Best Practices For Coordinators From Coordinators

Although there are many different types of coordinators with a variety of different roles, coordinators are facilitators of change. Coordinator's assess service learning programming and decide how to proceed toward linking service and learning based on the resources available. Once this has been decided, they are then responsible for creating the environment for change to occur. Listed are ten best practices that many coordinators have used to link service and learning.

**1. Promote service learning as a core value.** Coordinators work to make service learning a core value in their organization. They strive to place it high on the agenda of those who make decisions; principals, superintendents, agency directors, and agency and school boards of directors. This is represented formally by becoming part of the mission statement or strategic plan of the organization (e.g. service learning as part of chapter 5 regulations, national and state educational goals). Lower Merion School District was an excellent example of this. As stated earlier, at Lower Merion service learning was a part of the strategic plan. It was the instructional method, integrated into the curriculum for grades 3-12. One way for coordinators promote service learning as a core value is to create awareness and build relationships with decision makers. This can done by connecting individuals. For example, if getting a superintendent informed is the goal, creating opportunities for a superintendent to speak with another superintendent who has service

learning as a core value in his/her district is one approach coordinators utilize. This provides a credibility that cannot be bought.

**2. Document all service learning initiatives**. Documentation/record keeping is often seen as a hassle, the last thing on a long list of priorities. Putting documentation at the bottom of the list, however, will undermine effectiveness because there will not be critical data to support the achievement of the program. Effective coordinators maintain forms, letter and memos, which serves to organize information so that it can be easily accessible to reuse and revise. When asked how many students participated and how much time was involved, that information is there. At Bethlehem School District service hours are recorded on a computer data base. Learning hours are compiled through middle school schedules and guidance logs. Documentation of programming allows for easier replication. It provides a step-by-step guide that ensures continuation if there were to be a change in coordinators. As a service learning program expands, it can serve as a picture of where it has been and a planning guide for the future. Also, a willing parent or student may be interested in helping with documentation. The task makes for an excellent service learning project for a computer class.

**3. Provide meaningful training.** It is important to know and understand service learning. Staff cannot integrate service and curriculum if they don't understand how to do it. Similarly, as the program grows and changes, training needs also change. Wattsburg Area School District offered a variety of training opportunities for teachers and students. Teachers just beginning to utilize service learning, attended a two-day "How to start a service-learning project" workshop. Teachers already using the service learning model, attended a one-half day workshop on reflection. Teachers also attended a workshop on integrating service-learning into the curriculum along with teachers from other area districts, and four teachers attended the Pennsylvania service-learning conference. Students attended a variety of training programs offered by other schools or universities. In addition, they participated in ongoing training specific for each service-learning project. Coordinators from other programs often are the best source of training and resources. Their information is considered current and often helps to connect the many separate pieces into a complete picture. Learning from those who have already traveled a path saves time, energy and often money.

**4. Plan, Plan, Plan.** "Nothing is as easy as it seems. Everything takes longer than you think. If anything can go wrong, it will ... at the worst possible moment." Plan for "Murphy's Law." Coordinators know the school calendar, timelines, deadlines, and test times. This information is important to all, but most important when outside organizations are working within school(s). CBOs and service activity sites operate on different schedules and have different priorities. Including the CBOs and activity sites in the service learning planning process eliminates many problems for coordinators. The American Red Cross, Partners for Youth program is a CBO that collaborated with seven different schools in the Philadelphia School District. The Red Cross trained School Facilitators -- Pennsylvania Service Corps members, and VISTA members placed at each participating school -- who then conducted a 15 week Life Skills curriculum that integrated service projects with academic studies. Facilitators and students designed service projects, while teachers observed and served as an advisors. This allowed for teachers to learn the service learning model and therefore replicate it after the facilitator was gone. Students also participated in extensive training that included the activities' site personnel. All of this took much planning and organization. It is during the planning process that frank discussion of the benefits and risks of participation by all parties clarifies concerns and allows potential concerns and conflicts to be addressed. Also, knowing who needs to approve what, by when, and how this is done helps when planning an off-site activity. Consistently it was found that even the best ideas and intentions will crumble if no one knows or makes time for these details. Being prepared is the best defense and the key to successful programming.

**5. Communicate Communicate Communicate.** Effective coordinators create a service learning communication network. They understand the communication system, official and unofficial, in the organization with which they are working and use and adapt to it. They connect with the people necessary to promote service learning. They know who to get the word out to and who will be most helpful. At Elizabeth Forward School District, excellent public relations -- newsletters, memos, reports, speaking engagements at local community organizations -- helped support and expand the program. When building a communication system, coordinators seek input from as many sources as possible. They figure out the best way of informing others in the system about what is happening: it may be team meetings, in-services days, teacher meetings, PTA, school/agency board meetings. Likewise, coordinators seek out opportunities in the community to share

information about the students' service and its links to the curriculum. Information can be placed in high public access locations: banks, post offices, grocery stores or any other public place. Increasingly, coordinators are using press releases and media kits to share information. They will also have students speak at meetings about their experiences. This is most effective, but only when students understand why they are being asked to speak and are prepared to speak.

**6. Know the movers and shakers.** It is important to know who in a specific organization makes things happen. Although the administration and the school board are the formal decision-makers when it comes to schools, often there are other key people - parents, teachers, community members who influence the decision makers. Effective coordinators make connections with a range of stakeholders. These connections provide a better understanding and appreciation for the benefits of service learning. Scranton School district collaborated with many different community organizations, businesses and the municipal government. Due to some difficulty with collaborations between the district and the city, the coordinator solicited support of a government oversight group, Scranton Tomorrow, a community action team which included civic, religious, industry-labor, business and governmental officials that helped broker any conflict between the city and district.

**7. Support teachers as they embrace service learning as a teaching method.** Putting out the word to all teachers/staff members is a good way to begin integrating service learning into an organization. Most coordinators start small, working with a small committed group in the beginning to build success solidly with people who are interested. Some of the most beneficial activity of coordinators is to help teachers and CBO staff understand how they can properly prepare students for a service experience and then use various reflection techniques which lend themselves to the particular subject area. Assisting teachers to make celebration meaningful is another important way coordinators help support teachers. For example, Yvonne Tilghman, Service Learning Coordinator at Day Elementary in Philadelphia, arranged for a book signing party after an Art/English/Service Learning project was completed.

**8. Appreciation for the uniqueness of the community.** Effective coordinators take time to look at their communities to understand the strengthens and struggles.

They consider the communities' natural resources and assess who are the community members and what are their needs. Starting from this point, coordinators are able to design, support, and initiate service activities with a high probability of being well received and supported. For example, if the community has a large elderly population, many coordinators then look for ways to address the needs of senior citizens by incorporating gerontology into different content areas. Local history is frequently an interest of communities, which often lack the necessary resources to preserve and document local historical sites and events. Coordinators do a great service for communities when they are able to partnership with other groups to assist in historical preservation service activities. For example, in the Antietam School District, the junior/senior high students chose to restore Carsonia Lake, a once fashionable retreat of the early 1900's and local historical site now in a state of disrepair. The restoration project was tied to specific content areas and was also a collaboration with the water company who owned the land, the Recreation Center, the Berks County Conservancy, and the Office of Aging. Targeting service learning programming to meet the unique needs of the community improved school and community relations, improved the publics' opinion of students, especially teen-agers.

**9. Provide an environment where students are equal partners in the program.** Continually creating situations where students can be involved in planning, implementing and evaluation energizes a program. Coordinators seek out these opportunities. This energy is a resource which supports both students' learning and commitment to service. Building in student involvement gives students opportunities to practice new skills. There are a number of ways students can be involved. For example, at Mapletown Junior/Senior High School, one student, a senior, took care of all of the record keeping. This senior trained a new student to take over this responsibility. Also, for each program or project that occurred at Mapletown, there were two student coordinators. They were responsible for all of the details for that particular project. Since the student coordinators were different for each activity, many students got the opportunity for increased responsibility and involvement.

As a program expands, experienced students can train, support and guide newer students. They can also play a role on the advisory board. Any situation that allows for student involvement on an higher level than participant, deepens and enriches

their knowledge and learning opportunities. Furthermore, older students could have a great positive impact on their younger peers.

**10. Take time to reflect and learn.** Although reflection is built into the service learning model the participants, it is also an essential tool for the coordinator. Those who take time, to reflect after each activity, event, program, project, year can learn from mistakes and successes, and can better plan future programming. Effective coordinators reflect both on themselves and upon their programs, giving them a chance to see what worked and what didn't, to figure out what might have been done differently, and finally, whether it was worth it: did it accomplish the goal had in mind, is it worth replicating. For those who share coordination responsibilities, reflecting together and giving each other feedback also nurtures the ability to work together. The Retired and Senior Volunteer Program (RSVP) of Montgomery County collaborated with the Norristown Area School district through "Project Caps" -- Citizens as Problem Solvers. Teachers, students, and volunteers participated in reflection activities during and after the completion of each project. Additionally, at weekly meetings and frequent visits to the school, students, teachers, principle, parents, volunteers and community members reflected on the program progress and its growing vision.

## 9. Collaboration

In 1995 service learning continues to lead and support teachers and administrators out of the classroom and school to work collaboratively with colleagues, CBO staff, community members, and parents. Likewise, staff at CBOs are more involved with schools and youth because of service learning.

Such activity is not risk free and because of the uncertainty involved, many service learning coordinators naturally choose the route which seems safest. From the perspective of a teacher, this can mean working only with teachers you know or working only with community agencies that give you exactly what you want and do not require you to change your agenda. From the perspective of a CBO, it can mean only receiving students for brief, one-time projects, and shying away from forming long-term relationships. Clearly from the evaluation, coordinators understand the value of collaboration. However, collaboration is not universally accepted. Many teachers and staff at CBOs don't fully understand what it is. Others may know what it is but may never have seen it work. Many people view collaboration as a scary enterprise because of the uncertainty involved. Still others may simply not be interested in collaboration.

In this section we outline some of the different types of collaboration that occurred in schools and CBOs as a result of service learning and provide a list of best practices for service learning practitioners to consider when they try to collaborate. Although the best practices focus on service learning, they are applicable to anyone who wants to enhance collaboration in general.

### Types of Collaboration

Collaborations, like coordinators, take a number of different forms. It is difficult to categorize types of collaboration because they are often multi-layered, are of the various forms, and often occur simultaneously. The following are some of the most common forms of collaboration that accompany service learning. They reflect the fact that initiating and sustaining collaborations is work. They require time and energy. The most successful coordinators assess carefully their situations and work at a pace

which allows progress toward program goals while supporting staff, students, and community.

**1. Teachers can collaborate with other teachers within a single school building.** The focus in this type of collaboration is at the school level. It is a frequent form of collaboration that most often consists of sharing ideas about possible service learning activities. Here, collaborations can start small. The key is to choose where a logical hook seems to exist. A fairly typical example occurred at Nazareth High School, where all the 10th grade science classes adopted the school's courtyard and worked together to produce a natural habitat in it. Another example occurred at Carmalt Elementary School in Pittsburgh, where a group of fourth-, fifth-, and sixth-grade students served as Book Buddies to share books with first- and second-graders.

**2. Schools can collaborate with each other within a school district.** High school students tutoring elementary school students in a particular subject is a fairly typical service learning arrangement. At Olney High School, the Literacy Corps, 15 juniors and seniors, collaborated with six elementary schools for tutoring services. Another interesting example of schools collaborating within a district was in the Tamaqua Area School District, where high school students were being trained as peer mediators. After their training, the students went to the elementary school, where they gave training to the younger students.

**3. Schools and CBOs can collaborate with each other.** Most often this takes the forms of students doing service in CBOs. A model employed by several high schools is where students spend a certain number of hours per week doing service at various CBOs. Students at University City High School in Philadelphia, for example, spent time at the University of Pennsylvania hospital, where they volunteered as aides. Their experience at the hospital was then reinforced at the school in their biology, math, and health classes.

In some cases, CBOs enter schools, and service takes place there. The Sharon Lifelong Learning Center, for example, initiated a collaboration with local school districts to create tutoring programs to address a need in the schools. Similarly, the American Red Cross-Southeast Chapter was collaborating with

several schools in the Philadelphia School District in an effort to get students more involved in service-related activities.

**4. Schools or CBOs can collaborate with the community.** There is a distinction between a CBO and the community in general. While a CBO can be part of the community, the larger community also consists of government agencies such as the police department, parks and recreation department, or planning commission, as well as political leaders, active citizens, and parents. Collaboration with the community took place in Bristol Township, where the students at Roosevelt Middle School worked to refurbish a county and state park. Partners in the collaboration include a local nature center, a volunteer group that supports the nature center, park rangers, environmentalists, and a historian. Another similar example of this type of collaboration occurred in the Steel Valley School District, where high school students did park renovations and made improvements to a wetlands area. What's interesting to note about both of these collaborations is that they were focused on definite community needs. The local governments in both areas had recognized problem areas, but lacked the resources to deal with them. The students were thus able to fill a gap.

Elementary students at Ithan Elementary School collaborated with their community in another way for their Earthquake Relief Project. Ithan had a large Japanese/Japanese-American student population. They were concerned after the earthquake in Kobe and wanted to help. They contacted local businesses that had contacts in Kobe and found out that toiletries were in great demand. The students conducted a toiletries collection and then shipped them to Kobe.

Collaborations are complex and they often fall under more than one category. They are formed for many reasons. In Nazareth School District, for example, where the 10th grade science teachers together to create the natural habitat, there was also collaboration with the community--in this case, with people from the state park. Central Susquehanna Intermediate Unit #16 (CSIU) was another example of complex collaborations. The CSIU had two grants, the first for building trails which was in collaboration with Merrill W. Linn Land and Waterway Conservancy, the Lewisburg School District, and the Union

Snyder Alternative Education students and staff. The other grant, The Project Child Lead Detection Program, collaborated with Home-Economics and Child Development students from six local school districts that covered Columbia, Montour, Northumberland, Synder and Union Counties.

## Best Practices

Although there are many models for collaboration, effective collaborations have common key elements. Perhaps the most important of these is balance. The most effective collaborative relationship strikes a balance between collaborating partners. Each partner is able to identify which of their needs are being met. Likewise there is a sense that they are working together and communicating well.

Here are some best practices that spring from service learning practitioners. They are used to improve and expand the collaborations and linkages that serve to strengthen service learning. It's important to repeat that while these practices are geared towards service learning practitioners, they are applicable to all who are interested in enhancing their efforts at collaboration.

**1. Collaborative relationships are ongoing.** They may change over time. For example, a relationship may pass through a stage of initial excitement and newness to one of institutionalization. Similarly, a relationship which is based on a community service program may evolve to facilitate service learning rather than community service. Stumbling blocks may pop up in the road. These can include personnel changes within organizations and differing schedules. Being aware of these possible changes, enables collaborators to adapt to them.

As an example of this adaptability, the service learning initiative in the Scranton School District originated with a focus on the environment. It was a program in which the students worked in gardens surrounding the school building. The coordinator realized that the work could not continue during the winter and so found another activity. He looked to the health care system and worked out a collaboration with a local hospital. Students began to serve as volunteers at the hospital. Just as it had been during the environmental

project, their learning at the hospital was reinforced by the science curriculum.

**2. Be thorough in preparing participants to serve.** Good preparation enhances collaboration. Often people have a tendency to want to jump right into the service part of service learning without doing thorough preparation. Keep in mind that preparation is one of the four essential components, along with service, reflection, and celebration, of effective service learning. The most successful collaborations occur when students who provide service are prepared for what to expect. This preparation includes a discussion of the organization's history, mission, and current needs. Likewise, service sites and service recipients can prepare themselves to receive students. They should at least be aware of why the student is there and what his or her schedule is. "Who's going to do what? Where? How? When?" These are questions that can be answered before service learning takes place.

The Hollidaysburg Area School District was just one example of an organization that was thoroughly preparing its students for service learning. This preparation consisted of: 1) an orientation meeting in which students were informed of the concept and purpose of service learning as well as their roles and responsibilities in providing service and being a member of the program; 2) an educational training day in which students attended workshops on issues relevant to providing service; 3) assisting students in finding appropriate placement sites; and 4) working with community agencies to ensure that students had adequate supervision and training at their service site.

**3. Establish frequent and clear communication.** This means alerting each other when problems or concerns arise so that adjustments can be made. It also means letting each other know about the good things that are happening. This positive reinforcement can go a long way towards strengthening the collaborative relationship.

Effective collaborations give a voice to all partners in the collaboration. Partners are involved in all aspects of service learning--preparation, service, reflection, and celebration. As a means to develop communication, many

service learning coordinators put out newsletters which describe what is happening with the program. Another common and effective way to build communication is through the use of a descriptive program brochure. Also effective are one-page fact sheets on the program. These tools allow programs to talk about who they are and what they do.

The service learning coordinator for the Elizabeth Forward School District got the word out in the community using various techniques. One way was simply using the numerous personal connections she had. She also put fliers in key spots in the community, such as the bank and the grocery store. She enlisted students to help in this effort, which gave even more visibility to the service learning program.

**4. Understand each other's needs and expectations.** Honest discussion about roles and expectations right at the outset provides a foundation for collaboration. Schools and CBOs need to know why each party is collaborating and what each partner hopes to gain from the collaboration. In a number of communities the driving force of the collaborations stemmed from a need for financial resources. At other times, it's due to a real problem in the community that needs to be addressed collectively.

A good example of a collaboration where the needs and expectations were clearly defined was the Central Susquehanna Intermediate Unit #16. In this case, the Intermediate Unit had a strong agenda for ridding the local community of dangerously high levels of lead and reducing the amount of lead poisoning in area children. It saw the schools in the area as resources in this effort. The home economics teachers who teach child development and parenting classes in several area schools incorporated the project into their curriculum. After training, students provided testing by using the Household Lead Testing Kit in their home and in one other family home in their community.

**5. A strong advisory board can support the collaborative process.** Although it's possible to have strong collaboration and linkages while having a weak or nonexistent advisory board, it's also true that those programs with strong advisory boards almost always have strong collaboration and linkages. Some

service learning coordinators have chosen to forego forming an advisory board because of the effort involved. Others have indicated that while it does require a considerable amount of effort, the advisory board is worthwhile for all that it can provide.

Gillespie Middle School in the Philadelphia School District had a very effective and well-run advisory board. It was large, consisting of about 25 people, but not unwieldy. The members of the board represented all the stakeholders of the project, and included a representative from a local hospital, a lawyer, a VISTA volunteer, a Pennsylvania Service Corps member, a bank representative, several students, and even a travel agent who helped to book service trips at low cost. The board was well-developed; everyone knew their roles and responsibilities. It met many times, and was clearly serving as a major player in the school's collaborative efforts.

It's important to note, however, that an advisory board does not have to be large or formal to function effectively. It can also be three people sitting around informally and sharing ideas. In fact, many programs do not have formal advisory boards per se, but do have people who network on a regular basis. A formal advisory certainly can help, and it can't hurt. In any form, an advisory board does give support to the coordinator and lessens coordinator burn-out.

**6. Collaboration is about community-building.** Its focus in on sharing. It's about sharing time, resources, needs, service, and celebrations. Partners in successful collaboration understand that the collaboration will result in a product. It's a joint effort that will have an impact on the community.

At North East High School, community-building was taken to heart. The members of the advisory board went beyond their traditional roles of coordinating and serving as advocates for service learning. They were out in the community working along with students on service learning projects.

**7. Persistence pays.** Clearly collaborations do not always turn out as first envisioned. It often takes a while to work out all the bugs in a collaborative relationship. Sometimes, the bugs are never worked out, and the best-laid

plans for collaboration may, for one reason or another, fall through. If this happens, coordinators need to be flexible and try again elsewhere. Sometimes collaborations occur in unexpected ways.

An example of this took place in Greensburg Salem Middle School. The original plan there was to place 42 students at several sites for service learning activities. Then, staff changes at one of the proposed agency sites complicated efforts to define service activities there. As a result, the school used a pre-existing relationship with Clelian Heights School for Exceptional Children and Seton Hill College to form student triads for service-learning activities. They also revised the student participation from 42 to 16. While the logistics of the program changed, its fundamental goal remained the same, and the goal was more readily achieved because the coordinators adapted to changing circumstances.

**8. Collaboration brings people together.** Collaborating encourages people to reach beyond their own organizations and to build bridges with individuals and groups not previously involved with a school or CBO -- to everyone's benefit. Collaborations as part of service learning also has provided an opportunity for many schools to redefine how they work with youth and parents. Service learning has a strong emphasis on input and participation by young people. They are the participants. They often serve on the advisory board. They play active roles in almost all aspects of service learning. Likewise many parents serve on advisory boards and are involved in service and celebration activities. Some parents, especially at the elementary and middle school levels, actively participate with their children in service projects. In a few cases, parents are lending their professional expertise to service projects. Collaborative efforts also occur with national and professional organizations. For example, in Pennsylvania two national organizations that appear to support service learning and collaboration are the National Society for Experiential Education and the National Youth Leadership Council.

## 10. Conclusions

The general conclusions of this evaluation study are affirming and conclusive. Specifically, service learning is a powerful and effective teaching methodology. Its principal strength is to link service and learning in a reciprocal relationship. The goal of service is to enhance learning. The goal of learning is to enhance service. In effective service learning, the two halves, learning and service, reinforce the value of each other. Thus, learning becomes more valuable when it supports service; and service becomes more challenging when it involves further learning. Moreover, efforts in Pennsylvania schools and CBOs supported by Learn and Serve grants not only stirred the growth and development of young learners, but also identified, addressed, and often solved community needs. That powerful double impact, unique in K-12 education, did not come about easily or simply but involved a series of complex understandings and commitments by a wide range of professionals functioning in a collaborative fashion that may also be unique in its degree in education. The highlights of that generally successful process can be summarized here in the form of four major conclusions.

### Statistical Patterns of Performance

The proportion of mini-grants to disseminator grants, 85% to 15%, preserved a nice balance between developing and mature programs. Although dissemination was a responsibility of all grants at all stages, disseminator programs generally had a proven track record; enjoyed deep and extensive networks in the school district, community and often in the region and were able to showcase the success of service learning. Not surprisingly many of the full-time coordinators were to be found in the disseminator grants largely because, having proven themselves over time, these programs became institutionalized. As such, they also served as models of emulation for programs just starting out.

Grant distribution by region generally followed the demographics of population distribution. Thus, it was not surprising that the eastern, and somewhat less the western, parts of the state predominated. But what was remarkable is when areas of types of communities are overlaid, what emerges is that rural, suburban and urban areas (28%, 29%, 34%) are generally within a few percentage points of each other. The notion then that service learning fares best in urban areas or that

volunteerism is essentially strong primarily in rural cultures is not so. Service learning was effective across the board, and evidently had an intrinsic capacity for adaptability that enabled it to survive and flourish in a variety of communities in virtually every single county and across the wide spectrum of the entire commonwealth.

Equally significant was the distribution by recipients. High schools naturally predominated partly because of the demographics of critical mass, but when community based, elementary and middle schools, and school district-wide programs were aggregated, they constitute close to one half (46% to be exact) of the total. Clearly, service learning not only can cut across all regional lines, but grade levels as well. This range and number of programs was critical for it imparted to service learning the same developmental characteristics of subject matter disciplines and traditional methodologies. Students thus could move from one grade to another, from one school to another, and from one subject to another and experience the durability and inventiveness of service learning in evolving dimensions. Moreover, a student who experienced significant academic growth through a service learning integrated curriculum had hopefully a number of opportunities to tap again and again an alternative learning mode and style that optimized his or her performance. Above all, what this demonstrates is that service learning as a methodology had about it the same developmental complexity and substance that we traditionally attribute to all evolving subject matter disciplines and methodologies. In short, what the performance statistics clearly demonstrated was that far from being an alien or exotic set of activities service learning was of a piece with academic disciplines, methodologies and expectations; and further that it shared with a variety of school environments the collective effort at all grades, in all subjects, and across all school levels to raise levels of student performance.

## The Curriculum and Service

Establishing and enhancing the relationship between the curriculum and service can be considerably advanced if the process is accompanied by at least three lessons from the evaluation. The first is organizational commitment, the extent and effectiveness of which in turn was determined by a number of critical indicators functioning at different levels (see Figure 1). Second, difference has to

be recognized if there is to be an intelligent match between curriculum, service, and student levels. Thus, service learning rightly was different at different levels: elementary, middle and high school. The developmental situation of the students as well as the structure of the schools impacted directly on the kind of service learning that occurred. In addition to service learning reflecting different educational levels, schools themselves often were at different and multiple points of development (see Figure 2).

## The Role of Coordinators

The evaluation process especially over the last three years has provided a rare opportunity to observe the role of coordinators and to consider the possibility of the emergence of a new model--the teacher-manager or teacher-facilitator. Several different categories of coordinators were found to exist; the variety was less a function of individuality as of the stage of historical development and functionality. But what clearly emerged were a series of best practices which all effective coordinators seemed to possess. Thus, the most effective coordinators created opportunities to promote service learning as a core value; met community needs by adopting appropriate service activities; supported training sessions involving others coordinators, supported and explained service learning as a methodology; developed a strong communication network; were adept at accessing the system; and maintained updated records and program documentation.

## Service Learning and Collaboration

Although collaboration may be helpful in all education, it is indispensable in service learning. Indeed, one cannot coordinate and not collaborate. A review of 93 programs revealed four different categories of collaboration which in turn sustained a different sets of best practices of collaboration. In light of the rich and strong support service learning gave to collaboration, and that collaboration in turn gave to service learning; it would not be an exaggeration to claim that if one seeks to understand and to master the various categories of collaboration one could not find a more effective and comprehensive means of doing so than by studying service learning.

## The Historical Context: Improvement and Achievement

There is still much to be done. In most places, service learning is not a core value. It is not part of the missions statement. A culture of service does not exist. Service learning is not recognized as a teaching methodology. As a result, the relationship between learning and service is often tenuous, timid or tentative. Most serious, service is put first and learning second. Such hierarchies jeopardize sequence and interaction and put feeling good at odds with being knowledgeable. Then, too much reliance is placed on the anecdotal instead of the empirical; and more outcomes success data is needed on GPA, attendance, retention and behavior problems. We have only the glimmers of real breakthroughs in achievement in current documentation.

But much has also been accomplished. When one compares the state of the art of the questions in 1992 with 1995, there is a sense of greater competence and focus. Service learning is no longer an experimental program questioning its viability and acceptance. The impacts registered in number of participants, beneficiaries and hours is impressive and absolutely convincing. In addition, service learning is no longer at that beginning state of imitation in which one size fits all, but now displays a remarkable variety and adaptability to all regions of the state, all school levels, all disciplines and even all students. Moreover, it has exhibited a kind of durability and flexibility over time characteristic of all developmental models and thus suggests that it can display the kind of growth and increasing sophistication that we traditionally expect of academic disciplines and methodologies. Finally, sufficient evidence has been found to acknowledge service learning as a teaching methodology capable of achieving cognitive as well as affective gains. Service learning can be recommended as a model of school change and of teacher training, because the ultimate affirmation of any new effort is the support it imparts to the profession of teaching, the value of learning and the centrality of the community to both.

# Appendix A

Site Visit Planning:

Evaluator Information,
Grantee Information, and
Program Profile

University of Pittsburgh

Pennsylvania Service-Learning Resource and Evaluation Network

# Memorandum

DATE: February 21, 1995

TO: Site Visit Evaluators

FROM: Service-Learning Resource and Evaluation Network

RE: Evaluation process

Enclosed are a number of forms for the evaluation process. They include:

1. Site Visit Protocol
2. Site Visit Checklist
3. Supervisor Evaluation
4. Advisory Board Questionnaire
5. Advisory Board Evaluation
6. Student Evaluation
7. Service-Learning Self-Assessment (2)

Please call Yolanda Yugar at (412)648-1776 or Joanne Long at (412)648-7188 if you have any questions.



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## SITE VISIT PROTOCOL

**Goals of the Site Visit**

1. Assess the current level of implementation -- where are schools on the continuum, level of commitment, and what is working.

2. Assess the challenges and obstacles for service learning by teachers, administrators, school districts, agency, students, community leaders and organizations, and parents.

3. Assess service learning through the eyes of the grant coordinator, understand their challenges and obstacles, and suggest strategies to address them. In particular, the developmental issues that arise over time as service learning develops. Here is where technical assistance occurs.

**Pre-site Visit Preparation**

1. Request the member profile to be completed prior to your visit. Offer assistance with the profile by phone.

2. Scheduling Site Visit. A typical site visit is five hours.
First, plan to meet with the coordinator for about two hours. Also plan a short debriefing at the end of the visit with the coordinator. Request time with the supervisor (30 minutes), advisory board (45 minutes), and 8 to 10 students in a small group for 30 minutes.

* **Supervisor** -- gauge organizational support and interest.
* **Advisory board** -- explore developmental issues, service activities, collaboration, and linkages.
* **Students** -- focus on the value of service.
* Make arrangements to observe a program activity if possible.

3. Review Program Materials. Request a copy of the proposal from PennSERVE or the Dept. of Ed. in advance and review.

**Site Visit**

1. Meet with the coordinator and establish a congenial relationship. Establish your credibility if needed, discuss goals of the site visit. Review the enclosed checklist. Discuss the program profile.

2. Complete an form for each interview -- advisory board, supervisor, and student evaluation. On the evaluations, summarize the responses from the interviews.
* Each **advisory board** member also completes a brief questionnaire.

3. Complete the Service-Learning Self Assessment Forms with the coordinator at the end of the visit. Recommend the organization make a copy of the Self Assessment forms.

Return all forms to the Service-Learning Resource and Evaluation Network , 5D01 Forbes Quad, University of Pittsburgh, Pittsburg PA 15260 for processing.

**Post-site Visit**

Sent a thank you note to the coordinator for their help and cooperation.

**Site Visit Checklist - items to discuss with the coordinator**

1. Evaluators role with PennSERVE/Dept. of Ed is to get the big picture to State and National Corporation for Service.

2. Service Star Report - is it completed? - The next report is due June 15. The first-half report will be available in March.

3. How are programs keeping track? It is crucial for grantees to develop a system which allows them to keep track of the number of participants, number of service hours, and number of learning hours (not only per participant, but also total). This information is necessary on various reports.

4. Year-end report. Yes, we will have one. PennSERVE grantees already have their report format (Marge has it). Dept. of Ed will share its report at April 21 meetings. It will be a brief report.

5. Federal forms will need to be completed. It is unclear when and how.

6. Check out the current level and access to computers. Was the profile completed on a diskette? If yes, was it helpful. If no, why not? What needs to happen for sites to complete the next profile on diskette. The evaluator will pick up the diskette and return it to the University. **Make sure the site keeps a back-up copy for themselves.**

7. Remind people that articles and videos are important. Please direct them to Dale and Marge.

8. Contract and financial questions - refer to Dale Baker at Dept. of Ed. and Marge Madigan at PennSERVE.

9. Check the directory entry for the program. Is it accurate?

10. Evaluators will be in contact with sites at meetings and conferences such as the one at the PennSERVE and Dept. of Ed.

Site_____Evaluator_____Date_____

**Service-Learning Site Visit: Supervisor Evaluation**

Plan to spend 30 minutes with the coordinator's supervisor. The purpose of the interview is twofold. First to gain organizational support for service-learning. For example, make sure the supervisor is aware of important dates such as conferences. Second is to assess the organizational support for service-learning. Once a relationship is established inform the supervisor you would like to ask him/her some questions.

1. In your organization how is service-learning progressing?

2. What aspects of service-learning provide the greatest satisfaction or sense of accomplishment?

3. What is disappointing or frustrating?

4. What surprises or puzzles you?

5. What would you like to be able to say about service-learning in 12 months?

Site_____Evaluator _____Date_

## Advisory Board Questionnaire

Each Advisory Board is made up of members of many community organizations, institutions and groups. Please circle the number to the left of the community organization or group to which you belong. (Choose only one)

| | | | | | |
|---|---|---|---|---|---|
| 1. | Business Community | 2. | Criminal Justice | 3. | Religious Community |
| 4. | Local Government | 5. | Elementary/ Secondary Schools | 6. | Parent group (eg. Neighborhood Group, PTO) |
| 7. | Youth Organization (YMCA, 4-H, Other) | 8. | College, University, or Technical School | 9. | Senior Citizens' group |
| 10. | Human Service Agency dealing with alcohol and other drug abuse treatment/prevention | 11. | Human Service Agency dealing with other issues | 12. | General concerned citizen (non-affiliated youth or adults |
| 13. | Volunteer community organization (social or neighborhood) | 14. | Health Professional | 15. | Other _____ _____ |

GENDER

1. Male
2. Female

AGE GROUP

1. under 20 years old
2. 20 to 29 years old
3. 30 to 39 years old
4. 40 to 49 years old
5. 50 to 59 years old
6. 60 to 65 years old
7. over 65 years old

RACE

1. Native Indian
2. Asian
3. African American
4. Hispanic
5. Caucasian
6. Other_____

Site_____Evaluator_____Date_____

**Service-Learning Site Visit: Advisory Board Evaluation**

Please discuss frankly the current status of your service-learning advisory board. Does it exist? Is it functional? What has worked; what hasn't? What issues are dealt with on a typical agenda?

Site_____Evaluator_____Date_____

**Service-Learning Site Visit: Student Evaluation**

In a group of 8 to 10 students please discuss the following questions. Introduce yourself and the students. Tell the students you are interested in their opinions about the service-learning. We need their help. Let them know you are going to take notes. Inform them that their comments will help strengthen service-learning.

1. How has service learning helped/not helped you in with your class(es)?

2. Do you think service-learning is important? Why?

3. What about service learning do you like best?

4. What is disappointing or frustrating?

## Service-Learning Self Assessment(1)

1. **Continuum:** Where do you see the school/agency on the continuum.

| Special Events Co-curricular Activities | Requirement Service Credit | Lab for Existing Course Community Service Class | School-wide Instructional Practice in one or more academic areas | School-wide or District Focus **Full Integration** |
|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** |

**Add-on** _____ **Integrated**

2. **Level of Continuum:** At the point(s) on the continuum, please indicate who is involved in service learning.

| | | | | | |
|---|---|---|---|---|---|
| Teachers | | | | | |
| Team | | | | | |
| Administration | | | | | |
| Students | | | | | |
| Community Leaders | | | | | |
| Parents | | | | | |
| CBO's | | | | | |
| | 1 | 2 | 3 | 4 | 5 |

Add-on ———————————————————————————— Integrated

3. **Curriculum Infusion:** Please check.

_____ In-discipline

_____ Cross-discipline (2 or more curricula content areas)

_____ Total Infusion (3 or more curricula content areas)

## Service-Learning Self Assessment(2)

| Service-Learning Organization Name:<br>Coordinator:<br>Evaluator: | Date: | | |
|---|---|---|---|
| **Standard** | **ASLER** | **SCORE** | **MAX** |
| A. Service-Learning Integration<br>Linkages between service and learning, preparation and reflection components, efforts are recognized, efforts are continually evaluated, and skilled guidance and supervision.<br>1. Service:<br>2. Learning: | I, III, IV, VII, X | | 25 |
| B. Organization Commitment<br>Role of service-learning in school reform, support from administration (e.g. financial, time, etc.). | IX | | 10 |
| C. Parents<br>Number of parents involved in service-learning and type of commitment. | X | | 5 |
| D. Collaborations and Linkages<br>Number of organizations involved; Examples of supportive groups, nature of support, benefits of support; future plans | VIII | | 10 |
| E. Service Impacts on:<br>Participants, beneficiaries, communities, school, agency or CBO. | II, VI | | 10 |
| F. Advisory Board<br>Number of members; diversity of membership; tasks, responsibilities and future plans | X | | 5 |
| G. Youth Voice<br>Involvement beyond service-learning activities (e.g. in administration, evaluation, advisory committees, and communications). | IV, V | | 10 |
| H. Coordinator Role<br>Coordinator role and duties<br>Program evaluator | X | | 10 |
| I. Information/Communication Network<br>Development of formal and informal information/communication networks, including district personnel, parents and community members | X | | 10 |
| J. Resources<br>Use of materials and support. Product development and dissemination. | XIII, IX | | 10 |

To: Pennsylvania Learn and Serve America Grantees
From: Carl Fertman
Date: January 20, 1995
RE: Evaluation: program profile and site visit

As promised earlier, here is more information about your program profile and site visit.

Enclosed is a booklet of profile questions that needs to be completed and ready for your site visit. Please answer all the profile questions in the booklet and make a copy of the completed profile for your records. (Don't worry, there are no right or wrong answers.) Our goal is to get a picture of what is happening in each program and to help you think about how you want to evaluate your program.

You have the option to complete the profile on computer diskette. If you are interested in this option, please see the attached yellow sheet for specific details.

The site visits are planned for February, March and April. The major focus of the visit is to review the completed profile. An entire visit lasts about 4 hours. Reviewing the profile takes about two hours. We also are required to meet with the advisory committee (45 minutes), your supervisor (30 minutes) and 8 to 10 students in a small group for 30 minutes.

We are interested in gauging organizational support and interest from your supervisor . We will also explore developmental issues, service activities, collaboration, and linkages with the advisory board. Time spent with students will focus on the value of service.

You will be telephoned by either Joanne Long, Yolanda Yugar, Lou White, Dale Baker, Marge Madigan, or myself, Carl Fertman, during the next few weeks to set up a day to visit.

Please call if you have any questions. Thanks for your help and cooperation. We look forward to visiting you. Best wishes.

To: Pennsylvania Learn and Serve America Grantees
From: Carl Fertman
Date: January 20, 1995
RE: Evaluation: program profile

As promised earlier, here is more information about your program profile . As we have discussed, you are not scheduled for a site visit this year. You only need to complete the program profile.

Enclosed is a booklet of the profile questions that needs to be completed. Make sure to answer all the profile questions in the booklet. (Don't worry, there are no right or wrong answers.) Our goal is to get a picture of what is happening in each program and to help you think about how you want to evaluate your program.

You have the option to complete the profile on computer diskette. If you are interested in this option, please see the attached yellow sheet for specific details.

Please complete the member profile (Make sure to keep a copy for yourself.) and return it to the Service-Learning Resource and Evaluation Network, 5D21 Forbes Quadrangle, University of Pittsburgh, Pittsburgh PA 15260 by **April 1**. A return envelope is enclosed.

Please call if you have questions. Thanks for your help and cooperation. Best wishes.

## You have the option to do the program profile on computer diskette.

If you have the computer and software capabilities, please call Yolanda Yugar at (412) 648-1776 immediately so we can mail you the diskette. You will recieve the proper diskette with a file that contains a blank program profile. All you need to do is fill in the blanks.

You can leave a message on voice mail. Make sure to leave your name, school, type of computer (IBM compatable or Macintosh), the program (WordPerfect or Microsoft Word), and the version (5.1, 4.0).

**These are the programs available:**

**For IBM compatable computers:**

**WordPerfect v. 5.1**
**Microsoft Works v.2.0**

**For Macintosh computers:**

**Microsoft Word v.5.1**
**Microsoft Works v.4.0**
**ClarisWorks 2.1**

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## You have the option to do the program profile on computer diskette.

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**These are the programs available:**

**For IBM compatable computers:**

**WordPerfect v. 5.1**
**Microsoft Works v.2.0**

**For Macintosh computers:**

**Microsoft Word v.5.1**
**Microsoft Works v.4.0**
**ClarisWorks 2.1**

## Questions & Answers

**Q. Why do I need to do this?**

A. It's required by the Corporation for National Service, Pennsylvania Department of Education, and PennSERVE.

**Q. How does this site visit benefit me?**

A. The site visit provides time for you to show us your program in detail. We hope you will take this opportunity to take a concentrated look at what you are doing and how to plan for the future. We can be a resource for you to get ideas about how to strengthen your program.

**Q. Where does the information go after you get it?**

A. This information is compiled for the Corporation for National Service, the Department of Education, and PennSERVE.. Each of these organizations is especially interested in collecting information which will support the reauthorization of the National and Community Service and Trust Act of 1993. The current Act expires September 30, 1996 but hearings are expected to begin as early as mid 1995.

We also share your information with schools who are interested in learning from you. Reports are published for the benefit of all.

**Q. Do I have to use a computer to complete the program profile?**

A. No. Over the past two years, schools and agencies have asked if we could put the profile on a computer disk. For both your convenience and our need to compile information, we are introducing this new method. If this method will not make your life easier, please take the profile apart and type it.

**Q. Should I give supplemental (more than requested) information to my site visitor?**

A. You may, but it is more important to send your program information(newspaper clippings, videos, etc.) to Dale Baker, Coordinator, Learn and Serve America Program, Bureau of Community and Student Services, Department of Education, 333 Market Street, Harrisburg, PA, 17126-0333 or Marge Madigan, Senior Grants Officer, Learn and Serve America: Community Based Programs, PennSERVE, 1304 Labor and Industry Building, 7th and Foster Streets, Harrisburg, PA 17120.

Commonwealth of Pennsylvania

**PennSERVE: The Governor's Office of Citizen Service**
1304 Labor and Industry Building, Harrisburg, Pennsylvania 17120
Telephone: (717) 787-1971, Fax: (717) 787-9458

**The Pennsylvania Department of Education**
Bureau of Community and Student Services
333 Market Street, Harrisburg, PA 17126-033
Telephone: 717-783-9290, Fax: 717-783-6617

# 1995
# Program Profile

## Please type your responses

Prepared by: The Pennsylvania Service-Learning Resource and Evaluation Network
School of Education, University of Pittsburgh
5D21 Forbes Quadrangle, Pittsburgh, PA 15260
(412) 648-7196, Fax (412) 648-7198

## The Pennsylvania Service-Learning Resource and Evaluation Network

The Pennsylvania Service-Learning Resource and Evaluation Network based at the University of Pittsburgh supports service-learning programs. The network provides information, support, resources, and guidance. Its philosophy is to work with people by offering systematic data of a wide variety of types that help inform them about what they care about. The primary goal of the network is to help schools and community-based organizations to evaluate their service-learning programs.

For more information please contact Carl I. Fertman, Ph.D., Director, the Pennsylvania Service-Learning Resource and Evaluation Network, School of Education, University of Pittsburgh, 5D21 Forbes Quadrangle, Pittsburgh, PA, 15260, (412) 648-7196, FAX (412) 648-7191.

The Pennsylvania Service-Learning Resource and Evaluation Network is funded by PennSERVE: The Governor's Office of Citizen Service, John W. Cosgrove, Executive Director, 1304 Labor and Industry Building, Harrisburg, Pennsylvania, 17120, Telephone 717-787-1971, Fax 717-787-9458.

**Service-Learning Organization**

Organization:

Address:

Coordinator:

Telephone (work):

Telephone (home):

Fax:

Coordinator's supervisor:

Title:

Telephone:

Evaluator:

Site Visit Date:

**Service-Learning Description**

1st year grantees begin with question 1. 2nd year + grantees begin with question 3.

1. When and how did service-learning start in your organization? Please try to include details such as names and titles, and activities in which adolescents and children were involved.

2. How did the staff come to be involved in service-learning?

3. What significant changes in school/agency policy and program development have occurred in the last 12 months as a result of service-learning?

4. Are your present goals the same as they were initially proposed? If not, please explain.

**A. Service-learning integration**

5. Grade level(s) participating in service-learning _____

Number of students participating in service-learning _____

Total number of students in the school _____

% of student body involved in service-learning _____

6. Program information (please check all that apply)

_____ Academic Credit: Hours required for 0.5 credit _____; for 1 credit _____

_____ Community service class

_____ Integrated within a class or classes in school

_____ Integrated within a class or classes after school

_____ School wide

_____ Grade wide

_____ Independent study

_____ Club

_____ Special project

_____ Mandated in school (required hours _____ )

_____ Mandated after school (required hours _____ )

_____ Parent permission required

_____ Students sign contract

_____Other_____

7. In terms of the students participating in service-learning, place them on the continuum below.

| Special Events Co-curricular Activities | Requirement Service Credit | Lab for Existing Course Community Service Class | School-wide Instructional Practice in one or more academic areas | School-wide or District Focus **Full Integration** |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

**Add-on** _____ **Integrated**

8. **Curriculum integration:** Describe what ways and to what extent your program has been integrated with specific content areas and curriculum materials. How did these relationships come about?

9. **Preparation:** How do you prepare participants for service-learning?

10. **Reflection:** Explain and describe the activities you conduct for the reflection process.

11. **Celebration:** Describe your service-learning celebration activities.

12. **Training:** What service-learning training has been offered and to whom?

13. Describe the tracking procedures for your participant's service and learning hours.

14. Describe the role of the adults/leaders during the service activity.

**B. Organizational commitment**

15. What is the current level of organizational support for service-learning and how did it or did it not come about?

16. What is the district's/agency's level of financial support of service-learning (estimate in-kind and/or cash)?

17. In the last 12 months, how often have you

made a presentation to the school/agency board? What was the response?

met with the superintendent/executive director to discuss service-learning? What was the response?

presented at an in-service? What was the response?

conducted a school-wide or agency-wide survey to measure current service activities ? What were the results?

**C. Parents** (if applicable)

18. What do parents know about service-learning and how did they learn it?

19. How are parents involved and how did their involvement come (or not come) about?

**D. Collaborations and linkages**

20. **Schools:** How have your collaborations with community based organizations worked and not worked?

21. **Agencies:** How have collaborations with schools worked and not worked?

**E. Service impacts**

22. **Participants:** As a result of service-learning involvement, what do participants learn, and what attitudes, feelings, or behaviors are different?

22. **Beneficiaries** (service recipients): Who and how many are there? List up to five concrete benefits.

23. **Communities:** List up to five ways in which service-learning activities have improved quality of life.

25. **School/agency/CBO**: What impact has service-learning had on your school/agency/CBO (e.g., climate, policies, etc.)?





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**F. Advisory board**

26. Please discuss frankly the current status of your service-learning advisory board. Does it exist? Is it functional? What has worked; what hasn't? What issues are dealt with on a typical agenda?

**G. Youth voice**

27. How are students involved beyond service-learning activities (e.g., in administration, evaluation, advisory committees, and communications etc.)?

## H. Coordinator Role

28. Describe your role and duties as a coordinator from the beginning of the grant to now. How can you be more effective?

29. How do you know if service-learning is working/not working in your district?

**I. Information/Communication Network:**

30. Describe the method of communication you have found to be most effective to get service-learning information to participants, district/agency personnel, parents, and community members.

**J. Resources**

31. List resources you have found helpful in your work.

Individuals

Books and Articles

Conferences

32. List materials you have produced.

| MATERIALS | COMPLETED | IN-PROCESS | TOPIC (SPECIFY) |
|---|---|---|---|
| Training materials | | | |
| Videos | | | |
| Posters | | | |
| Brochures | | | |
| Newsletters | | | |
| Curriculums | | | |
| Conference presentations, papers, etc. | | | |

K. Unique successes or "great stories"

33. Please share one unique and/or exceptional success program highlights, or "great stories" about your service-learning people, programs, projects, or partnerships.

*Carl Fertman*

1. Lower Merion ASD
2. Philadelphia SD--Pickett MS
3. Franklin Learning Center
4. Philadelphia SD--PennBartram HS
5. Corry Area SD Partnerships
6. Mt. Lebanon ASD

*Joanne Long*

1. Philadelphia SD--Day Elementary
2. Philadelphia SD--Gillespie
3. Philadelphia SD--Lincoln HS
4. Philadelphia SD--Bartram
5. Philadelphia SD--Taggart Elementary
6. Plymouth Meeting Friends School (Montgomery County)
7. East Pennsboro ASD
8. Shamokin ASD
9. State College ASD
10. Home Nursing Agency (Blair County)
11. Commissioners of the Rouse Estate (Warren County)
12. George Washington HS

*Lou White*

1. Antietam SD
2. Bristol Township ASD
3. Central Bucks--Tamanend MS Partnerships
4. Columbia Borough ASD Partnerships
5. Council Rock SD
6. Philadelphia SD--Philadelphia Regional HS
7. Philadelphia SD--School-Age Parents
8. Philadelphia SD--University City HS
9. Radnor Township SD
10. Solanco SD

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11. Upper Merion ASD
12. Benton SD
13. CSIU 16: Building Trails
14. CSIU 16: Lead Detection
15. Nazareth ASD
16. Southern Tioga SD
17. Tamaqua ASD
18. Towanda ASD
19. Olney High School

*Yolanda Yugar*

1. Erie City SD
2. Homer-Center SD
3. Greensburg Salem SD
4. Slippery Rock SD
5. Southeastern Greene SD
6. Kids That Care (Butler County)

*Dale Baker*

1. East Lycoming SD
2. Philadelphia SD--Wanamaker I
3. Pittsburgh--Carrick HS
4. Pittsburgh--Carmalt Elementar

*Jim Buckheit*

1. Kutztown ASD
2. Quaker Valley

*Judith Witmer*

1. Schuylkill Haven ASD
2. Wilkes-Barre ASD;VAC
3. Valley Kiwanis (Luzerne Coun

*Marge Madigan*

1. Junior Leadership-Luzerne Cou
2. Boys and Girls Club-Lancaster C
3. Mercy Vocational HS
4. Gwynedd Mercy Academy (Montgomery County)
5. Simon Gratz/Edison Fareira

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# Appendix B

Service Star Report Format

## What is the *Service Star Report* ?

The ***Service Star Report*** is a concise reporting tool that you can use to see your service-learning program in very concrete terms. It captures all the critical elements of service-learning. Completing the report allows you to see where you are now and where you're heading.

Several terms on the ***Service-Star Report*** require some clarification. They are listed below:

*Service Hours* : Time spent by participants doing actual service activities. Stay realistic.
*Learning Hours*: Time spent by participants in preparation, reflection, and celebration activities.
*Service-Learning Hours:* Total of all service and learning hours. Again, stay realistic.
*Hours:* Hours are total hours, not hours per participant.

*Advisory board:* The group of people who are organized specifically to help coordinate and serve as advocates for service-learning.

*Training:* Training or instruction in service-learning. Includes a wide range of activities, including workshops, meetings and conferences.

*Agencies:* Agencies with which you are involved as part of your service-learning program. These are ongoing, formal linkages. Provide both the number of agencies you're involved with and a list of those agencies which are most significant to your program.

*Beneficiaries:* The people who are benefiting from service-learning. Provide both the number of beneficiaries and a list of the primary ones. Stay realistic. Focus on those people who have really directly benefited from the service-learning that you are doing.

*Curriculum infusion:* Exists when service is not an add-on activity but is instead an integral part of the curriculum. Here's an example of service that is infused in the curriculum:

- *A 9th-grade science class is studying the role of recycling in the ecological system. The class spends an afternoon at the local recycling center to work and see how it's done.*

If you have curriculum infusion, write about it! In which classes is it taking place? How many teachers or other staff members are involved?

*Student Success Measures:* Refers to how you evaluate the effect that service-learning is having on students. What are you looking for to prove to you that service-learning is worthwhile and effective? Keep in mind that things like "self-esteem" and "positive attitude" are okay, but much better are things like "better grades", "less absenteeism", and "fewer discipline problems". The more concrete measures that exist to prove its value, the better off service-learning is.

*Parental Involvement:* Parents can be involved with service-learning in several ways. One parent may have attended a celebration event once. Another may be actively assisting with service-learning activities on a continual basis. Include them both.

*Products:* As your service-learning program develops, it's important that you are able to talk about and show your successes to other people. Have you created anything about service-learning at your school or community-based organization? If so, list it!


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| | |
|---|---|
| Tel: ( )<br>Fax: ( )<br>Contact: | _____Elementary<br>_____Middle<br>_____High<br>_____Special Education<br>_____College<br>_____Other<br>_____Urban<br>_____Rural<br>_____Suburban |

| Number of Participants | Service Hours | Learning Hours | Total Service-Learning Hours |
|---|---|---|---|
| | | | |

**Advisory Board**

Number of meetings:
Number of members:
Number of students:
By-Laws? _____yes _____no
Committee Structure? _____yes _____no

**Curriculum Infusion**

Teachers/Staff Involved:

Content Areas:

**Training**

Coordinator Hours:
Number of Staff Trained:
Staff Hours of Training:
Trainer(s):

**Student Success Measures**

**Agencies** #:
List:

**Parental Involvement**

Parents Involved:

Parents on Advisory Board:

**Beneficiaries** #:
List:

| Products | # | Topics |
|---|---|---|
| Videos | | |
| Brochures | | |
| Other | | |

**Service Activity**

# Appendix C

National Evaluation Form

OMB No. 3200-0015

# Learn and Serve America: K–12 Participant Summary

## *INSTRUCTIONS, DEFINITIONS, and FOOTNOTES*

CORPORATION FOR NATIONAL SERVICE

### *INSTRUCTIONS*

This survey should be completed by every Learn and Serve America: K–12 program (whether school or community based). To determine if you are required to complete this form, please review the definitions and examples below.

The survey should be completed twice. At the beginning of the grant cycle, complete Section 1 of the survey, using estimates. At the end of the grant cycle, complete both Section 1 and Section 2 of the survey using data collected during the course of the program.

For two items, "Other Characteristics" and "Participant Status at the End of the Program" (parts a. and b.), please note that a given individual may fall into more than one category. For example, a participant may be homeless as well as economically disadvantaged. This participant should be included in **both** totals. Similarly, a participant may satisfactorily complete the program and receive academic credit.

If you have any questions, please call the organization from which you received your grant or the Office of Evaluation at the Corporation for National Service at 202-606-5000 (ext. 468).

### *DEFINITIONS*

**Corporation Grantee**—The organization that receives money directly from the Corporation. Generally, the grantee is also the legal applicant. State Education Agencies, grantmaking entities, State Commissions, Indian tribes, and US territories are usually the Corporation grantees.

**Grantee ID Number**—The alphanumeric code assigned by the Corporation to each grantee. Please contact your Corporation grantee if you do not know their ID number.

**School District Name**—The name of the school district where the school-based service program is located (if applicable).

**School Name or Community-Based Organization Name**—The name of the school or community-based organization where the program is located (as applicable).

**Program Name**—The name of the service program (if applicable).

**Program Dates of Operation**—The program start and end dates (month/day/year).

**This Form Was Completed By**—Enter the name and title of the individual who filled out this form.

**Date Form Completed**—The date that this form was completed (month/day/year).

**This Form Applies To**—Indicate whether this form was completed at the beginning or the end of the grant cycle.

**Telephone**—The telephone number where the person who completed this form can be reached.

**Fax Number**—The fax number for the person who completed this form, if available.

**Example 1: COMMUNITY-BASED**

A non-profit organization, Helping America!, receives a grant from the Corporation. Helping America! operates a program called Volunteers in Action through a local youth center.

*The Corporation Grantee* is Helping America!.

*The School District* line is left blank.

*The Community-Based Organization* is the local youth center.

*The program* is Volunteers in Action.

**Who completes this form?** VOLUNTEERS IN ACTION

**Example 2: SCHOOL-BASED**

A state education agency receives a grant directly from the Corporation. They award a subgrant to a school district that operates Volunteers in Action in three schools.

*The Corporation Grantee* is the state education agency.

*The School District* and *School* lines are completed.

*The Program* is Volunteers in Action.

**Who completes this form?** THE VOLUNTEERS IN ACTION PROGRAMS IN EACH OF THE THREE SCHOOLS.

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*Continued on next page* →

## *FOOTNOTES*

1. **Total Participants:** Total number of participants who enrolled in the program, including those who did not successfully complete it. Participants are generally the students or school-age youth who serve.
2. **Economically Disadvantaged Participants** are those:
   a. who receive, or are members of a family which receives, cash welfare payments under a Federal, state, or local welfare program; or
   b. whose household income is below the poverty level or less than 70% of the Lower Living Standard (i.e., JTPA eligible); or
   c. who receive food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C.A. 2011 et seq.); or
   d. who qualify as homeless individuals under section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C.A. 11302); or
   e. who are foster children on behalf of whom state or local government payments are made; or
   f. who are adult disabled individuals whose own income meets the requirements of clause (a) or (b) above, regardless of whether their family income meets such requirements.
3. **Educationally Disadvantaged:** Participants eligible for remedial education or other education assistance programs.
4. **Non-Participant Volunteers:** Individuals who, though not enrolled in a program as participants, perform service through the program. (Examples: Adult volunteers or students recruited by program participants to perform service activities.)
5. **Service Recipients:** Individuals who benefit from the community services provided by participants. Participants should not be included as service recipients.
6. **Direct Service:** Service activities provided to community beneficiaries (or beneficiary agencies) generally in the areas of education, human needs, environment, and public safety. Does not include "Service-Related Activities" described below.
7. **Other Service:** Community service activities in areas other than education, human needs, environment or public safety. Examples include special events and cleanup after natural disasters.
8. **Service-Related Activities:** Activities other than direct community service, including coursework, service reflection, training, etc.

**USE NO. 2 PENCIL ONLY!** **Erase cleanly any changes or stray marks.** **WRONG MARKS** ⊘ ⊗ ⊖ ⊖ **PREFERRED MARK** ●

**Corporation Grantee:** _____

**Grantee ID Number:** _____

**School District Name** (if applicable): _____

**School Name or Community-Based Organization Name** (as applicable): _____

**Program Name** (if applicable): _____

**Program Dates of Operation:** _____
From To

**This Form Was Completed By** (please print): _____
Name Title/Position

**Date Form Completed:** _____
Month Day Year

**This Form Applies To** (please mark one): ○ The beginning of the grant cycle ○ The end of the grant cycle

**Telephone:** ( ) _____

**Fax Number:** ( ) _____

**SECTION 1** **Complete this Section at the BEGINNING of the grant cycle using estimates and at the END of the grant cycle using actual data.**

**Total Participants**[1]

## Participant Characteristics

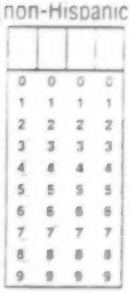
**Gender** (number who are):

Male

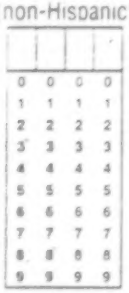
Female

**Race/Ethnicity** (number who are):

White (non-Hispanic)



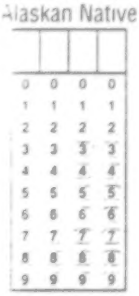
African-American (non-Hispanic)



Hispanic/Latino

Asian/Pacific Islander

Native American/ Alaskan Native



Multi-racial

Other

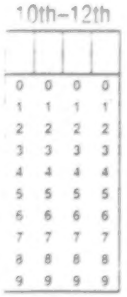
**Grade Level** (number who are):

Kindergarten–3rd

4th–6th

7th–9th

10th–12th



Out-of-School Youth

Number of Out-of-School Youth Who Are:

_____ 5–7 years old

_____ 8–10 years old

_____ 11–13 years old

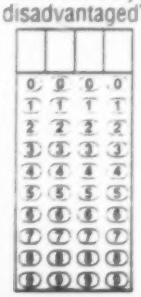
_____ 14–16 years old

_____ 16+ years old

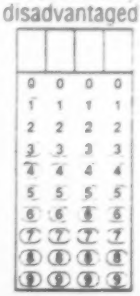
**Other Characteristics If Known** (number who are):

Homeless

Economically disadvantaged[2]

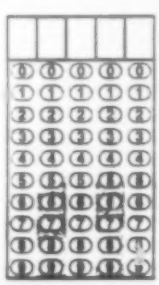


Educationally disadvantaged[3]



**Total Non-Participant Volunteers**[4]

**Total Service Recipients** (if known)[5]





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**SECTION 2** **Complete this Section AT THE END OF THE GRANT CYCLE ONLY. Use actual data.**

**Participant Status at the End of the Program**

Number who:

**a. Satisfactorily completed the program:**

**b. Received academic credit:**

**c. Left the program early because they:**

Returned to school (out-of-school youth)

Got a job

Entered the military

Were expelled/ suspended from school

Quit for personal reasons

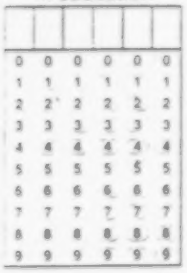
Were asked to leave by program staff

Other

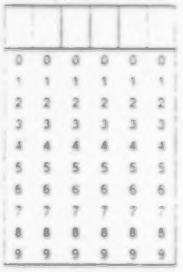
(Note: a and the elements of c should add up to the number of "Total Participants" given in Section 1.)

**Total Participant Hours of Direct Service**

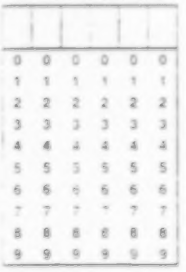
In education



In human needs

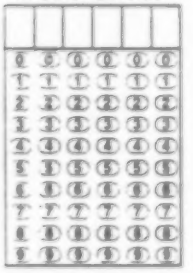


In environment



In public safety

In other service



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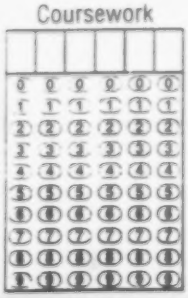
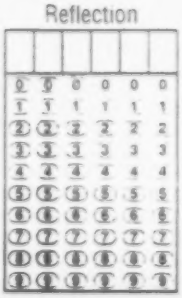
**Total Participant Hours of Service-Related Activities**

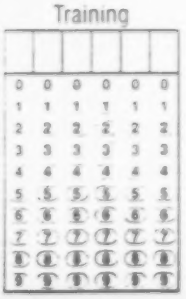
Coursework



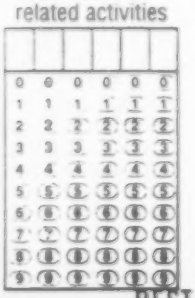
Reflection



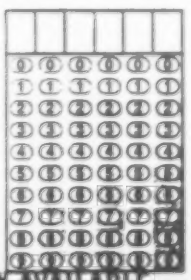
Training



Other service-related activities



**Total Non-Participant Volunteer Hours**



THANK YOU!



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# Appendix D

Publication Order Form

# Pennsylvania Service Learning Evaluation Network
# Publication Order Form

5D21 Forbes Quadrangle
University of Pittsburgh
Pittsburgh, PA 15260

412) 648-7196 phone
(412) 648-7198 fax

Name: _____

Organization: _____

Address: _____

_____

Phone: _____ Fax: _____

| Title | Quantity | Total |
|---|---|---|
| **Evaluation Reports** | | |
| 1. The Pennsylvania Serve-America Grant: Implementation and Impact Year I. | | |
| 2. Service Learning Reflections: Update of Service Learning in Pennsylvania, 1994 | | |
| 3. Evaluation of the 1994-1995 Learn & Serve Grant Program | | |
| | | |
| **Service Star Reports** | | |
| 1. July 1,1994 to December 31, 1994 | | |
| 2. January1, 1995 to June 30, 1995 | | |
| | | |
| **Statistical Reports** | | |
| 1. February 1, 1993 - June 30, 1993 | | |
| 2. July 1, 1993 - December 31, 1993 | | |
| 3a. 1994 -95 Learn and Serve Grantees | | |
| 3b. 1994-95 Department of Education Grantees | | |
| 3c. 1994-95 PennSERVE Grantees | | |
| | | |
| **Directories** | | |
| 1. Pennsylvania Service Learning Directory | | |
| 2. 1994-1995 Pennsylvania Service Learning Directory | | |
| | | |
| **FastBack: Service Learning for All Students** | | |
| | | |
| Total | | |
| X $5.00 each | | |